

# SIERRA EDUCATIONAL

STATE UNIVERSITY OF IOWA  
NOV 1948  
*News*

OFFICIAL JOURNAL OF CALIFORNIA TEACHERS ASSOCIATION

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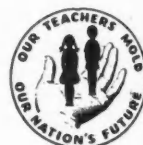
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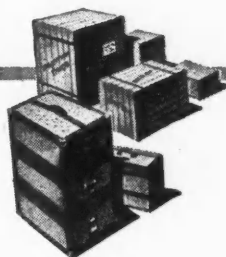


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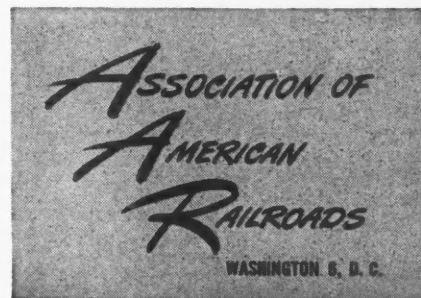
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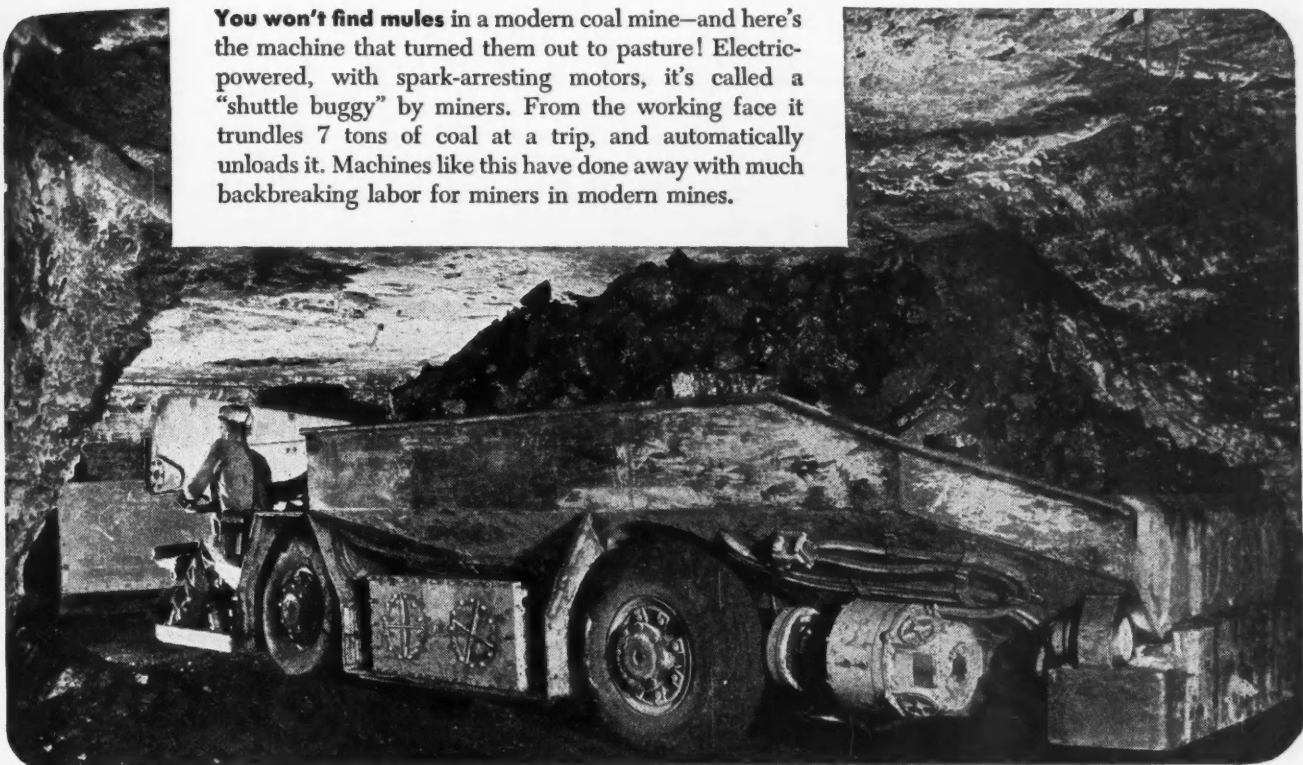
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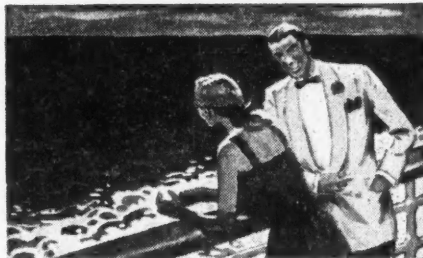
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# SIERRA EDUCATIONAL *News*

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## Cooperative Committee Prepares For The 1949 Legislature

THE Apportionment Act, A.B. 2120, under which California distributes some 190 million dollars of State Aid for Education, expires on June 30, 1949. In the spring of 1948 it was recognized that a study was necessary, if facts were to be available for revising 2120 in the 1949 Legislature. Also, other legislation for financing education will be considered in this session.

Accordingly, the California Cooperative Committee on School Finance was formed. This Committee comprises some 40 representatives of leading organizations and agencies concerned with public education in California. It engaged John K. Norton of Columbia University and Eugene S. Lawler of Northwestern University to serve as consultants. They were instructed, working under the general direction of the Committee, to assemble facts and to identify principles which would aid in developing a program of financial legislation for the public schools of California.

The work of this Committee is now well advanced. It is being conducted on a cooperative basis. Early in June, the consultants and representatives of the State Department of Education and of California Teachers Association toured the State. In 12 sectional meetings, school people, members of Boards of Education and other citizens offered their advice as to problems which must be met in financing education in California.

A series of studies is under way dealing with financial problems identified in these meetings. These projects are being carried on in the State Department of Education, in the Research Department of California Teachers Association and in several school systems and universities of the State. Dr. Frank W. Hubbard, Director of Research of the National Education Association, has also undertaken one study for this Committee.

The Cooperative Committee has held several meetings. Preliminary reports on all phases of the project have been made by the consultants and other persons working on the undertaking. At the meeting in Sacramento on October 18, the Committee took several definite actions.

FIRST, it authorized the continuance of the phase of the study concerned with the revision of the foundation programs of financial support provided in A.B. 2120. The consultants recommended that the 1949 Legislature be asked to increase the minimum programs now being equalized at the several school levels, — elementary, secondary and junior college. Definite recommendations in this regard will be submitted at the next meeting of the Committee.

SECOND, the Committee identified the financing of pupil transportation as deserving of special consideration. The

study in this area is well-advanced and will be the basis of recommendations at the next meeting. Action was taken to include provisions for financing transportation of junior college students.

THIRD, the Committee authorized further study of the problem resulting from abnormally rapid growth of attendance in some school districts. A specific proposal on this matter will be presented at the next meeting.

A FOURTH STUDY is concerned with better financing of the schooling of physically and mentally handicapped children. Proposals will be made to the Committee concerning this problem.

FIFTH, a report was made to the Committee at its last meeting concerning the special financial needs of small schools, both elementary and secondary. Recommendations on this matter, based upon researches which are in progress, will be made at the next meeting of the Committee.

SIXTH, one of the most serious financial problems of the schools involves provision of adequate school buildings and other physical facilities. The exceedingly rapid growth of school population, plus the postponement of needed school-building during the depression and war periods, make heroic measures necessary if the children and youth of California are to have adequate school facilities.

The 1948 Legislature appropriated 35 million dollars for emergency school-building needs. Senator Dilworth has drafted a proposal for dealing with this problem which contains a number of excellent features. California Teachers Association is conducting a major inquiry to discover school building needs in all school districts. A report on this whole matter is now in preparation.

The Cooperative Committee has established close contacts with the various committees of the Legislature concerned with Education. The consultants and representatives of the State Department of Education and of California Teachers Association have held one meeting with the chairmen of these committees. The chairmen have also been invited, and several have attended meetings of the Cooperative Committee.

This project will provide pertinent facts and other materials needed in dealing intelligently with financing Public Education in the 1949 Legislature. Further reports on this undertaking will be made in later issues of this magazine.

The final recommendations of the Cooperative Committee will be submitted (see Page 8 of this issue) to the Finance and Legislative Committees of California Teachers Association and the State Council of Education for consideration and approval. — John K. Norton.



# THE ROLE OF RESEARCH

In the Expanded California Teachers Association Program

A Progress Report, by Frank W. Parr, Director of Research

**C**ALIFORNIA Teachers Association has always appreciated the need and value of research. In recent years, several significant research studies have been undertaken by the Bay Section and the Southern Section offices of the Association. The State office has also engaged in research to the extent that its staff and resources would permit.

However, it was only a year ago that the Association's governing body, the State Council of Education, authorized the establishment of full-time research department as an essential phase of the program of expanded services.

The purpose of this article is to report to the membership on the progress and plans of the newly-organized research department. In the interest of brevity, the report will be divided into three parts: 1. review of accomplishments to date; 2. current activities and studies; and 3. plans for future studies and activities.

## Review of Accomplishments

**Advisory Council on Educational Research**—One of the first undertakings of the Research Department was that of sponsoring a State-wide research council. Organized last January, the Council has held 4 meetings so far this year and has made plans which, if realized, will benefit the total educational program of the State. Serving on the Council are representatives of the Schools of Education of the 4 major California universities; the research departments of the 4 largest school districts and Los Angeles County, the State Department of Education, the Association of California Public School Superintendents, and CTA Research Department.

One of the major purposes of the Council is that of promoting the coordination of educational research between the various research agencies. Further details concerning the Council and its program may be found in the March, 1948, issue of this magazine.

**Research Studies and Other Current Activities**—Organized only last January, the CTA Research Department immediately embarked on a number of projects to secure data needed for various groups. One of the earliest studies of the Department, entitled "Teachers Salaries and the Cost of Living" fulfilled a need in supplying local salary committees with basic information.

Published at about the same time was the annual CTA report on Teachers Salaries, which was prepared under the direction of staff members of School of Education, University of Southern California. These two bulletins were used extensively last spring by school administrators, school boards, and teachers' salary committees.

For the further guidance of salary committees, the Research Department has recently completed an analysis of 1948-49 teachers salary schedules and schedule

practices. Reviewed in the October, 1948, Sierra Educational News, the new bulletin has the title "Representative Salary Schedules and Practices for 1948-49." Copies of the bulletin have been distributed to all school districts and teacher groups.

One of the time-consuming projects of the Research Department, now on the press, was the study of population trends for California. Published in bulletin-form, the study has the title "California's Future School Population: 1948-1960." The bulletin contains interesting estimates of anticipated school population, broken down into the various grade levels. The data will be used by the Cooperative Committee on School Finance as part of its report to the 1949 Legislature.

In addition to the bulletins already completed, the Research Department has also assisted in the preparation of several thesis studies. One of the most significant, a doctoral dissertation completed at University of Southern California by Darcy A. Skaggs, shows the effect of rapid influx of school enrolments on the ability of school districts to finance education. The study will be published in the near future as a CTA Research Bulletin. The data will also be used as part of the report of the Cooperative Committee on School Finance.

Besides the work of conducting surveys and other research studies, the Department finds it necessary to spend many hours filling out questionnaires and answering correspondence. The Research Department, in cooperation with Field Service, has also provided consultant service to teacher groups and salary committees that have had the responsibility of developing local salary schedules.

## Description of Current Activities and Studies

**Assisting the Cooperative Committee on School Finance**—For the balance of the current year, most of the time and effort of the Research Department must be directed toward assisting in the extensive research study of the Cooperative Committee on School Finance. Directed by Dr. John K. Norton of Teachers College, Columbia University, and Dr. Eugene Lawler of Northwestern University, the Cooperative Committee is endeavoring to secure all necessary information and data to support its legislative requests next January.

Many persons and groups are engaged in working out specific research problems. Three of these have been assigned to the CTA Research Department: 1. the aforementioned population study which has been completed; 2. a State-wide survey of the housing needs of California school districts; and 3. the collection of economic data that might serve as a possible basis of establishing a new taxpaying index. The housing needs survey was begun last June and involves the use of an extensive printed questionnaire. The study should be completed by December 1, 1948. The collection of economic data, as suggested in problem 3 above, has been completed and is now in the

hands of Dr. Lawler for detailed study and interpretation.

**Assisting Various CTA State Committees and Commissions**—That the Research Department is a welcomed addition as a CTA service is indicated by the fact that various CTA committees have directed their problems to it for study. Examples of such requests and consequent studies are the following:

1. The CTA Tenure Committee, for purpose of its annual report, needs to have data on the operation of the State tenure law. The Research Department, after consultation with the Chairman of the Tenure Committee, is making a survey which will parallel and supplement a similar study which was made by Jack Rees in 1940. It should be possible from the 1948 survey to determine trends in the operation of the tenure law.

2. The CTA Commission on Teacher Education and Professional Standards has requested information on the issuance of teacher credentials. In cooperation with the State Department of Education, the CTA Research Department is currently collecting facts and figures on credentials and certification standards.

**Assisting Other CTA Departments**—The Research Department has been in a position to offer assistance to other departments within the Association both in furnishing data and statistics, and in checking copy containing statistical facts. For example, the editor of Sierra Educational News refers articles containing statistical material to the Research Department for evaluation and verification. In preparing its handbooks and other publications, Field Service utilizes the services of the Research Department for securing needed data.

**Assisting Other Research Departments**—Although few calls have come for this type of service, it is anticipated that the CTA Research Department will assist and collaborate with other research groups. An example of this type of service was a recent request from the director of research of one of the large school districts that happens to be studying the retirement provisions of the various California school districts that maintain separate retirement systems. The CTA is happy to provide such help through its Research Department.

**Participating in CTA Training Conferences**—Members of the Research Department staff have been invited to participate in the training conferences at Camp Seeley and Asilomar to offer advice and counsel in technical matters. Original distribution of the most recent research bulletins is to be made at these conferences.

## Future Plans of the Research Department

**STUDIES to be Made**—As soon as time permits, the following research studies and surveys will be undertaken:

1. an analysis of salary schedules of school administrators and supervisors;
2. a study of teacher supply and demand in California;
3. a state-wide age-grade survey of California (the last state-wide survey was made in 1926); and
4. an analysis of school district budgets in relation to financial ability and tax rates. Each of these studies is needed, but will entail considerable time and effort to plan and to analyze. Bulletins will no doubt be prepared for each of the studies.

**Development of a Comprehensive Research Library**—To be a maximum service to its members, the Research Department should have an adequate library and the necessary facilities for its use. It is believed that teachers would welcome an opportunity to utilize such a library and it should prove to be invaluable to the department in supplying information and data on the many problems which are referred to the Research Department.

**Publication of a Research Quarterly**—While plans are still in the formative stage, the Research Department believes that California needs and could justify the publication of a research quarterly. Such a journal would prove useful in bringing to administrators and teachers meaningful interpretations of significant research studies that so often are completed and placed on book-

shelves to gather dust. The journal could also serve as an excellent medium for technical articles that are submitted for publication in the Sierra Educational News, but are too lengthy to be accepted. If and when such a project is deemed essential, the proposal will be presented to the CTA Board of Directors for its approval.

**Preparation of Bulletin Board at State CTA Headquarters**—As an additional service to its members, the CTA plans to maintain a large bulletin board on which will be posted up-to-date information (i.e., basic data) on California schools. Visiting teachers should appreciate the opportunity of having such information accessible at all times. The bulletin board will be maintained in the Research Department and will show the latest information on California schools.

## Provision of Advice to Officers on Local Problems:

**Salary:** To counsel local leaders on the professional approach to salary scheduling and to provide aids to salary committees. To advise on financial procedures and with the co-operation of the Research Department to analyze local budgets.

**General Club Activities:** To suggest and help in the establishment of local committee activities and to help interpret local and CTA relationships.

**Assistance in Membership Campaigns:** To prepare an annual membership brochure setting forth the accomplishments and aims of CTA and through contacts with section and local groups to assist in the conduct of the fall membership campaign.

**Fact-Finding and Reporting:** Upon request of local teacher-groups to make field investigations of local problems; to determine the facts in cases of alleged unprofessional conduct or infringement of teachers' rights.

## Public Relations:

To help create and maintain a more favorable attitude toward public education through the following means:

**Press and Radio Contacts:** To establish and maintain personal contacts with editors, publishers and radio-station managers and program directors. To prepare and distribute press releases and other materials for use of newspapers. To assist local associations in the use of radio facilities; to prepare script and spot announcements for special activities and events; to develop possible network programs on educational subjects.

**Lay Contacts:** By membership and participation in the activities of key lay organizations to represent the teaching profession and make known its activities and needs.

**Public Addresses:** To provide speakers on educational and other matters for lay, church, civic, fraternal and other groups.

**To Help Plan and Organize local campaigns** for school bond and tax authorization issues.

By conference and suggestion to assist local school leaders in the use of approved campaign techniques; to provide sample campaign materials with the goal of obtaining public support for the issue. Also to suggest effective means of combatting unwarranted attacks on school personnel and methods.

**To Help Maintain Favorable Relationships** with the State Legislature.

Through field contacts with legislators and advice to local associations to develop a close working relationship with members of the State Legislature. In co-operation with CTA Legislative Committee and under direction of the State Executive Secretary, to help represent the teaching profession at the annual sessions of the Legislature. To analyze all bills affecting Education and to report weekly on legislative action.

# FIELD SERVICE IN ACTION

By Robert E. McKay, CTA Director of Field Service

**L**OCAL teacher clubs throughout the State are being assisted in the solution of their problems and the formation of their programs of activities by the Department of Field Service.

Counsel and aid on a wide variety of professional projects are being given by the four-man staff established under the CTA's expanded services program.

The department operates from the State Headquarters at 391 Sutter Street, San Francisco, with a director who specializes in legislative matters and is responsible for the field service program.

Ted Bass, field representative for the Southern Section, maintains his office at 612 South Figueroa Street, Los Angeles.

Robert M. Rees provides service in the Central and Northern Sections. He may be reached at 1534 Arthur Street, Fresno.

Harry A. Fosdick, newest member of the Field Service staff, is available to help local associations in the Central Coast, Bay and North Coast Sections. His office is at State Headquarters, 391 Sutter Street, San Francisco.

Field Service is prepared to serve in both public and professional relations activities. Requests for assistance should be made by local club leaders as far in advance as possible, in order that schedules of the field representatives may be arranged as efficiently as possible.

Following are the major functions embraced in the program of Field Service:

## Professional Relations

To promote further professional organization among teachers of California by rendering these and other services:

**Organization of New Local Associations:** Upon request of local teachers or recog-

nition by the staff of the need for such organization to stimulate interest in and assist in the formation of new local associations. By preliminary conferences with key personnel and later discussions with faculty groups to explain the need for and the role of the local club in the over-all professional picture. To provide instructional materials and help in the establishment of the first-year's program.

## Provision of Information and Aids To Local Officers and Committees:

**Publications:** To prepare and distribute printed materials for the purpose of informing and instructing local leaders in the effective discharge of their responsibilities. To revise, with new and improved format, the handbook for local associations. To publish guides giving major committees detailed suggestions for conduct of their programs. To provide a weekly newsletter during sessions of the State Legislature, reporting developments on educational legislation. To issue a monthly Field Service Bulletin to disseminate current news and other materials to local leaders.

**Audio-Visual Materials:** To make available for local use the best available motion-pictures, film-strips and slides on educational and organizational subjects. To produce our own film-strips and recordings, explaining the organization and program of CTA.

**Maintenance of Central Record and Information File:** By a system of report-forms and personal contacts, to assemble complete information on the organization and activities of all local associations; to maintain a reference file of information on state-wide organizational practices and programs.

**Participation in Leadership Training:** To assist in the annual fall Leadership Training Conferences at Camp Seeley and Asilomar, by providing personnel and instructional materials. In co-operation with Section officers to plan and conduct regional and local training conferences, with particular emphasis on the functions of committees at the local level.



# State Council Faces Many Problems

**Meets in Los Angeles, December 10-11**

**T**HE State Council of Education and all of its Committees meet in Los Angeles at CTA Southern Section headquarters, 612 South Figueroa Street, on December 10-11—a significant event for California's children and their teachers.

First in importance for consideration and action of the State Council at this meeting, is a proposal for the enactment of an apportionment measure to finance California's schools to replace AB 2120, the present apportionment act which expires June 30, 1949.

## SCHOOL FINANCE

The Cooperative Committee on School Finance, appointed jointly by the State Department of Education and California Teachers Association, has been studying, with the assistance of Dr. John Norton of Teachers College, of Columbia University, and Dr. Eugene Lawler of Northwestern University, the many problems in school finance for California's public educational system, from kindergarten through junior college.

These studies form the basis for the Cooperative Committee's recommendations to the California Teachers Association's Committee on Financing Public Education. The CTA Legislative Committee will take action on the Finance Committee's recommendations and then will present the proposed legislation to the State Council for consideration on December 11.

## CRITICAL PROBLEMS BEFORE COMMITTEES

School building needs, as shown by a study being conducted by the CTA Research Department, will be considered by the Finance and Legislative Committees and recommendations for action will then be made to the State Council.

Further recommendations will be presented by the Retirement Committee. Other proposals, coming from other Committees and from affiliated groups and Sections, will be considered by the State Council.

The Committees of the Association

and their chairmen are as follows:

Financing Public Education—Dr. Will C. Crawford.

International Relations—Mary Stewart.

Legislative—Walter T. Helms.

Organization—Robert C. Gillingham.

Public Relations—J. Russell Croad.

Retirement—Mrs. Louise B. Gridley.

Salary Schedules and Trends—Guy H. Jaggard.

Teacher Education and Professional Standards—Dr. Sonoma Cooper.

Tenure—Mrs. Geneva Davis.

The December 11 Council meeting, coming as it does immediately prior to the regular session of the Legislature, will devote much time to a consideration of legislative proposals. However, CTA Committees have been streamlined for intensive and effective study and action. All standing com-

mittees have long-term projects under way, aimed at improving the educational system of the State. These Committees will meet in Los Angeles on December 10.

## PROPOSED BY-LAW PROVISIONS

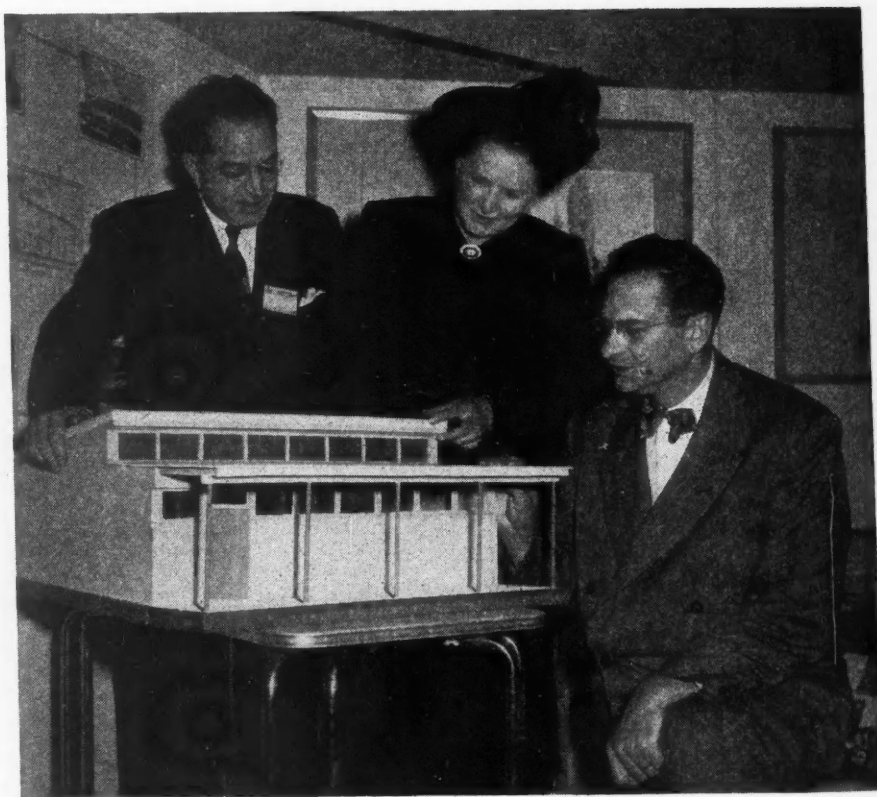
**I**N order to increase unity and to consolidate the profession to meet the increasing demands upon the schools and the teachers, a committee of California Teachers Association has been studying, for over two years, the structure and organization of the Association. A revision of the by-laws of the Association recommended by this Committee will be submitted to the State Council at this meeting for consideration and possible action.

The Executive Council of the California Student Teachers Association will meet December 10, in connection with the State Council, for consideration of its regular business and to outline the year's program.—A.F.C.

## School Trustees and Superintendents Meet

At the highly successful recent State conventions, at Long Beach, of California school trustees and superintendents, many educational leaders assembled. The exhibit, under direction of Dr. John A. Sexson, was the largest and best ever shown on the Pacific Coast. The School of Tomorrow exhibit, by many leading architects, was outstanding.

Here shown are (left to right) Roy E. Simpson, Superintendent of Public Instruction; Mrs. G. W. Luhr, President, California Congress of Parents and Teachers; and Arthur F. Corey, State Executive Secretary, California Teachers Association. Photo by George Lundberg of Long Beach City Schools Audio-Visual Office.





## Mabel Studebaker to Tour California

THE California NEA directors are pleased to announce that Miss Mabel Studebaker, NEA President, will be in California February 7-19, immediately preceding the Regional Conference of the American Association of School Administrators.

A reasonable number of speaking and social engagements for President Studebaker will be scheduled. Clubs and schools desiring to entertain Miss Studebaker should send their requests to Miss Vera Hawkins, 4134 Stephens Street, San Diego 3.

Malcolm P. Murphy of Sacramento is senior NEA Director for California and Miss Hawkins is junior Director.

## Camp Seeley Leaders Conference

Stresses Sound Public Relations for Professional Betterment

"THIS is the first conference I ever attended without missing a single session. Every meeting was too interesting and valuable to be missed."

This testimony by one teacher expressed the mood of nearly 400 teachers, supervisors and administrators who overflowed Camp Seeley for the 8th annual Local Teacher Association Leaders Conference of CTA Southern Section, October 1 to 3.

Dr. Ralph McDonald, executive secretary of the NEA Commission on Higher Education, sounded the conference keynote when he told a general session, "We must build in the teachers consciousness a professional concept of teaching, so that the public can be convinced, and so that action necessary to meet today's school problems can follow. The organized teaching profession must undertake to inform people about education and its needs in the United States."

Throughout section discussions, this theme was prominent. Among the group discussing the local association at work, the necessity of making the local group effective in developing collective opinion on professional matters and seeing that this opinion is presented at the proper places was emphasized.

In the section studying school finance and salaries, with Dr. D. Lloyd Nelson leading, the importance of democratic processes in planning salary schedules and in correcting weaknesses in school finance procedures was stressed. J. Allen Hodges dwelt on the same advice in the section on problems in teacher retirement.

Responsibility of the organized profession to discipline members for unprofessional conduct was recognized when the professional relations group gave the matter serious study.

### The School's Voice

Again, in the public relations section, Dr. Charles J. Falk, San Diego, declared, "We must make the school's voice heard in the din of public expression. We must convince the public that we are striving sincerely and basically to create American citizens equipped for self-maintenance economically, socially and politically. We must sell ourselves and the public, that we have the best educational system yet devised, and, in so doing, guard against tendencies toward excesses in self-criticism."

How local teacher groups making themselves heard in legislative matters plays an important part in professional strength and school improvement was described by Robert E. McKay and discussed in the legislative program section. Problems facing the schools in State and national legislation were emphasized, and programs of action for local clubs were outlined.

This theme was again stressed in the closing session by Dr. Willard Goslin, new superintendent of the Pasadena City Schools and president of American Association of School Administrators, and by Arthur F. Corey, executive secretary of California Teachers Association.

### Constructive Group Action

"The nation and the world are craving leadership with the know-how of group action," Dr. Goslin said. "We in the teaching profession must demonstrate that we have the know-how to take an idea and a group of people and put them together and have constructive action result. This is a task for the organized profession."

Population figures which show a need for 35,000 additional classrooms and teachers in California before 1960 were cited by Arthur Corey. "Organized teacher groups must take the lead in professional betterment and in the support of needed school legislation if we are to meet this

great challenge to public education in our State," Mr. Corey declared.

Dancing, group singing, quartet contests, waltz contests, stunts and sports added the recreational highlights, led by Marjorie MacRae, Burbank; John F. Mocine, Los Angeles City College; and Ralph Borelli, of the Los Angeles City Recreation department.

Mrs. Amanda Bonwell, Southern Section president, was general chairman and Wayne F. Bowen was conference registrar and treasurer.

\* \* \*

### RECRUITMENT CAN BEGIN EARLY

By Ruth Frusetta, Teacher,  
Tres Pinos Union School,  
San Benito County

IT is not too early for elementary school children to be thinking about their future vocations. Teachers should encourage pupils to plan for the future; not that it is necessary for them to make a definite decision, but so that they will become conscious of the importance of having some objective in life. In fact, this is where recruitment of teachers should start. It is here that the qualifications necessary for the making of future teachers can be recognized.

A good teacher, with a pleasing personality, is the most persuasive argument for young people's wanting to enter the profession. It is natural for children who love and respect their teacher to want to emulate her even to following her into the same career.

Realizing this, the San Benito County superintendent of schools, W. G. Cagney, urges his teachers to take a constructive stand on recruitment. In one of his monthly bulletins the following paragraph appears:

### "The Teaching Profession

"When discussing careers with your pupils, don't forget that the teaching profession is badly in need of able young people. Perhaps a casual word from you might do much to influence a pupil of yours to choose education as a career."

If, this policy should be continued in our high schools, recruitment would soon cease to be a problem.

Discussion was lively in sectional meetings at Camp Seeley where local association leaders sought best methods for improving group effectiveness.





# Parent-Teacher Aids



## CALIFORNIA CONGRESS OF PARENTS AND TEACHERS

### PARENT-TEACHER POLICIES

By Mrs. B. D. Ralston, Redwood City;  
Chairman, State Committee on Policy

**N**ATIONAL Congress of Parents and Teachers has a well-defined set of Guiding Principles, developed out of the experiences and practices of the membership in local associations.

These policies, not set up by any central group as uniform rules of conduct, are the results of accumulative thinking and reasoning as problems in the work were met and overcome. The best judgment of the members has been formulated into permanent policies by action of their representatives in Conventions and Board meetings. These policies, brought about in democratic procedure, have proven necessary and satisfactory to the fulfillment of the purposes of the organization.

The Parent-Teacher movement is **non-commercial**. It abstains from involvement in any commercial enterprise, no matter how enticing the remuneration may appear. The parent-teacher meeting is for programs of child welfare; there is no time for an agent to advertise nor to demonstrate his wares. The lucrative commission promised on the sale of magazines or books may not prove to be the simple, successful venture urged by the smooth-talking salesman. The sale or display of any commercial articles might well annoy the local merchants and thus destroy good community relations. The esteem of the community in all avenues of endeavor is paramount in parent-teacher work.

The Parent-Teacher organization is **non-sectarian**. An active spiritual faith is to be desired for every child, but the interests of any particular church or creed are not promoted. Careful consideration is given in the choice of any devotional materials. Respect is shown for the religious convictions of all individuals.

The Parent-Teacher movement is **non-partisan**. Discussions and endorsements of any political platform or of any candidate for public office, including that of school trustee, are inconsistent with a non-partisan stand.

The organization is interested and active in those phases of political government that directly affect youth. It keeps a continuous and vigilant watch of all legislative matters pertaining to child welfare and education.

### Legislation

The local Parent-Teacher Association lends its name and endeavors only in support of those legislative measures which have been recommended by their duly-authorized representatives on the State Board of Managers. This procedure has proven advisable in order that the unit may have the benefit of a broader and more searching study of the various measures and that the entire strength of the Congress may be concentrated on the most vital issues. When ordinances or matters of purely

local concern are being considered, their direct bearing on child welfare must be cautiously considered in order that an association may never be involved in a political controversy.

The Parent-Teacher units are the most representative and democratic groups in a community. The membership is composed of parents, teachers and other folk who have varied business, social, political and church affiliations, but who are drawn together by a desire for constructive service to our democratic system through its youth.

Persons of all creeds are eligible to membership. Discrimination because of religious belief must never hamper the service of any member. The list of officers or members is never released for any commercial enterprise nor for use in any partisan field. This would be a violation of confidence.

The names of officers, with their official titles, are never used in connection with commercial nor political undertakings. Any evident differences of political or religious opinions in a Parent-Teacher group may threaten the harmony in this common meeting-ground and lessen the effectiveness of the child welfare activities that flourish there.

**T**HERE is a well-established policy for all Parent-Teacher Associations of non-interference in matters of school administration. Those functions are recognized as the responsibility of the board of school trustees and of the professional teaching staff.

The Parent-Teacher Association, as a lay group, offers constructive cooperation in promoting satisfying parent-teacher-child relations and leaves matters of professional personnel, curriculum, use of school buildings, schedule of events, financing of the school setup and similar technical duties to elected officials. Where right relations exist, the school authorities are usually anxious to know the opinions of their school patrons and through combined efforts, problems are often worked out and the school program made more serviceable to youth and to the community.

### School Finance

The financing of the public schools is a public responsibility. The money for regular needs of the school should be met through taxation. Parent-Teacher financial assistance is used only in exceptional cases; these expenditures should be made only after consultation with the school authorities.

Occasionally there may be differences of opinion. This is normal in our American Way. The harmonious settlement of such situations invariably lies in the way they are handled. Personal grievances should always be taken care of in private conferences. Parental requests should be expressed in a dignified manner to the proper authorities in person or through a properly appointed committee. The Parent-Teacher meeting should never become a floor of debate on school matters.

It is greatly to be desired that the activi-

ties and influences in the Parent-Teacher Association be equitably shared by both parents and teachers. The parents, representing the larger portion, usually assume the greater share of the work, but teachers, because of their special training and experience have a vast contribution to give in advice and sustaining support. The ultimate goal in this cooperative effort is not after all, the parent or the teacher, but The Child.

A basic principle of Parent-Teacher work is cooperation. Frequently they are the logical group to coordinate the local forces with similar aims for concerted work on some current project, in such fields as recreation, health and welfare.

### Cooperation

Friendly contacts with established community agencies should be made. A knowledge of the availability of existing services is often the first step in the solution of a problem. Wholehearted cooperation with other organizations, having compatible objectives proves stimulating and helpful to all concerned. The Parent-Teacher organization, however, is an independent national body, having its own bylaws, and policies and therefore does not join any other group or become subject to the jurisdiction of another organization.

Participation in conferences, planning sessions, and committee service are ways of cooperation in a coordinated group, where each organization retains its own identity and program, and is not bound by commitments that have not been endorsed by their own membership. Further cooperation can be given by allowing limited time on Parent-Teacher programs for the dissemination of information, publicity for worthy causes and the promotion of existing services.

**S**PONSORSHIP, as of character-building groups, when used in Parent-Teacher work, involves no thought of financial responsibility. An individual membership in such a group for the president or a designated representative, may be purchased by the unit if it so desires.

There are very definite ethics in the realm of finances. This part of the mechanics of organization should be kept in its proper proportion. The Parent-Teacher Association is not a money-making body. The programs and activities are to further its five objectives. Every local unit should function under a budget system and avoid any indebtedness. One large money-raising activity in a year should suffice. This should be planned for social and cultural values also and should include the participation of as many members as is possible. The event should be planned in full cooperation with the school as to time, place and suggestions.

There should be no exploitation of children, raffles, games of chance or other detrimental features. Frequent calls for financial assistance from teachers, parents, children or the merchants does not bring the respect we desire. Funds raised in the Parent-Teacher name should be used only for the Parent-Teacher program of work.

These policies and others of importance, should be a part of the working knowledge of every member, parent and teacher alike, for neither can do this work alone. Problems or questions on matters of procedure arising in Parent-Teacher work any where in our State are brought through the channels of the district branches to the State Board of Managers for consideration by the



Policy Committee. Careful deliberation is given as to whether an existing policy is applicable to the situation. If not, a new policy is formulated for the approval of the Board. In this way, through duly-elected representatives, new policies come into being, as well as at conventions to which the local association may send its delegates.

**T**HE policies should be considered seriously before launching any activity in order to preserve the dignity and prestige of the organization. Every act of the Parent-Teacher Association should be in the interest of the child. Its great value lies in the strict adherence to the purposes for which it was founded and to the fundamental ideals under which it operates. Familiarity with these established guiding principles will go far toward keeping the work harmonious and effective.

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## California Student Teachers

James C. Cole,\* member of Stanford Chapter of California Student Teachers Association for 1945-46 and 1946-47, and Vice-President of the chapter, 1946-47, submitted a dissertation on the Aims, Structure, Program, and Activities, and History of California Student Teachers Association for his Master's thesis. The following is a portion of Mr. Cole's summary:

**C**ALIFORNIA Student-Teachers Association has in the record of its first 10 years many worthwhile activities, some of which have been reported in Sierra Educational News. Perhaps its greatest contribution which might be overlooked in the presence of more outstanding activities has been the unification of students from a wide variety of teacher-training institutions. Students from State and private colleges and universities, and from parochial colleges, have come together, not as institutional representatives with vested interests, jealous of their differences, but as co-workers in a common enterprise.

### Promotes Unity

California Student-Teachers Association has a valuable contribution to make to the education of teachers of California. Through the cooperation of the student-teachers of the State in a comprehensive program of self-improvement, the members of the organization may effect real unity within the ranks of teachers and as a consequence improve the character of the education of the children and youth to come under their instruction.

It is the responsibility of teacher-training institutions to insure that their students are prepared to take their place in every aspect of the profession. The CSTA presents a program which offers firsthand experience in professional organizations and direct contact with the largest organization of teachers in the State, the California Teachers Association.

### Firsthand Experience

The fulfilling of the need for teachers to be familiar with professional organiza-

\* Elementary teacher, San Carlos.

tions is one of the important purposes of the CSTA and its existence would be justifiable on this basis. However, there are some "by-products" of the Association which are worthy of mention with the planned program. The meetings, for example, provide every member with a firsthand experience in parliamentary procedure. Such information would be useful to a teacher in directing student groups and in participating in meetings of organizations to which he may later belong. For the officers, committee chairmen, representatives, and delegates, the experience gained in the organization is of particular value in developing the kind of leaders needed in education.

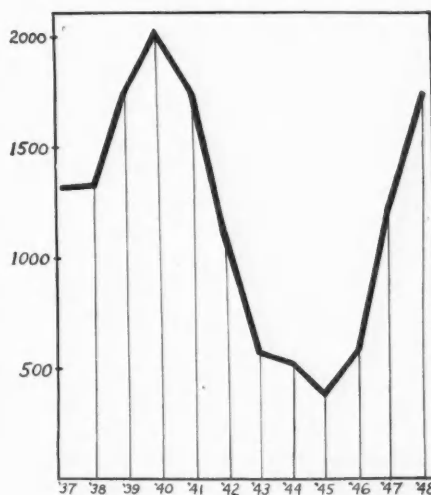
Membership in the Association is particularly suited to persons who in all probability later will join the CTA. However, membership would be advisable for persons who do not intend to teach in California in order to provide them with a basis for comparing the organizations of this state with those of the place in which they will be teaching.

In the area of Professional Organizations the Association offers genuine experience in group processes and collective achievement as well as insight into all of the organizations to which teachers belong.

In the area of Professional Relations the Association presents a common code of ethics and an understanding of the proper relationship between teachers and those with whom they come in contact.

In the area of Professional Growth the Association acquaints future teachers with the needs of education, particularly its great present need of attracting an increased number of qualified persons to the profession.

In the light of the reasons for the formation of the California Student Teachers Association and the high purposes of that organization, the program which it presents offers a real contribution to the teacher training institutions of California.



Graph shows membership, California Student Teachers Association, 1937-1948.

**C**ALIFORNIA Student Teachers Association, having completed its first 10 years of service to persons in teacher-training, has good reason to review its accomplishments and appraise their value. The sponsors of this organization — California Teachers Association and many college faculty advisors — may be justly proud of the record of the Association.

By surviving through a war period, during which the college enrollment of stu-

## TAKE CARE OF THE FUTURE

By M. Ker Higgins, Deputy Director,  
U. S. Savings Bond Division

**W**HAT you earn is important. What you save may be more important. The right time to do something about the future is NOW.

The safest investment teachers can make is to put their money into U. S. Savings Bonds.

Teachers are urged to buy U. S. Savings Bonds regularly through the Payroll Savings Plan or the Bank Bond-a-Month Plan. By signing up for either of these plans a teacher can set up a regular automatic investment plan.

SAVE Each Week	AND in 1 year	YOU in 5 years	WILL HAVE in 10 years
\$ 3.75	195	1,004.20	2,163.45
7.50	390	2,009.02	4,329.02
12.50	650	3,348.95	7,217.20
15.00	780	4,018.67	8,660.42
18.75	975	5,024.24	10,828.74

Payroll Savings Plan or the Bond-a-Month Plan

- means a convenient and systematic method of saving;
- provides for an investment which is absolutely safe and which yields a high rate of interest;
- eliminates the monthly decision as to how much to save;
- is an easy way to build up a backlog of security.

dent teachers was greatly diminished and the membership of California Student Teachers Association reduced from over 2,000 to under 500, this organization has demonstrated its capacity to adjust itself to new conditions and to continue to serve under the most adverse of conditions.

The enthusiastic inception and the drives for membership of the first three years showed the membership roles by 1940 to be 50 per cent greater than the "Teacher Training Membership," offered to students by California Teachers Association before the organization of California Student-Teachers Association.

### The Cost of War

By 1941 the peace-time draft had begun to make serious inroads into the student population; the outbreak of the war, with its enlistments and draft and the competition of war activities, greatly depleted the membership of the organization. The all-time low in membership came at the closing year of the war, 1945, when the total membership stood at 355.

The following year saw this figure increased by 60 per cent and the next year, 1947, saw this new figure more than doubled. The membership rolls completed for 1948 show continued rapid growth of the organization. The membership now stands at over 1,700 — equal to the prewar (1939) membership.



# NEWS FROM THE FIELD

With the purchase of a tachistoscope, Oakdale Union High School (Stanislaus County) becomes the first high school in the county to own one of these valuable aids to the teaching of reading. Richard Outland, instructor in reading, reports that 87 students are now in his reading classes, and more are eager to take it in order to improve their reading ability.

This high school has discovered that much juvenile restlessness, if not actual delinquency, results from the inability to read.

According to Mr. Outland, instruction follows the principles of the most advanced authorities on the subject. The class, called "reading", is not stigmatized as "remedial" and is open to all levels of students. — Katherine Dittmore.

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## GRIDLEY TEACHERS ARE ACTIVE

Gridley Teachers Association held an old fashioned "get-together" party October 2. Present were faculty members, trustees, and friends of several schools in the nearby districts. As an ice-breaker it was a success. Scene of activities was the Gridley High School gymnasium, decorated for the occasion with seasonal festoonery. Square dances, polkas and the Virginia Reel were called; and the general effect of the efforts of the local association were all that could be desired.

The association plans to send three representatives to the Asilomar conference; and plans the attendance of all officers and committee chairmen at the Chico CTA conference.

The association plans to make it possible for rural teachers from a wide area to participate actively in a unit of CTA. Already the program has borne fruit, with intense interest revealed in one, two, and three-teacher schools. — L. A. Lauer, secretary.

### To Presidents and Publicity Chairmen of Local Teachers Clubs:

A feature in Sierra Educational News is significant news from local Teachers Clubs. This feature assists local clubs in knowing what other clubs are doing and is of practical help to all workers in teachers organizations.

Each club's publicity chairman is responsible for sending news-stories of general interest. Because of severe limitations of space, only the most significant contributions can be used.

The magazine is planned far in advance. For example, the December issue goes to press in mid-November.

## ARTHUR T. TAIT

CALIFORNIA Test Bureau announces the services of Arthur T. Tait, formerly educational statistician, Los Angeles County Schools, as assistant director of research and technical services. Graduate of Minnesota State Teachers College,



he served as a teacher and administrator in Minnesota for 7 years before moving to California. His graduate work was taken at University of Minnesota, University of California at Berkeley, and University of Southern California. While on the campus at USC, Dr. Tait served for 3 years as teaching assistant and coordinator of the aptitude testing program of the School of Education. In addition he served for one year as research consultant in the psychological clinic.

Upon completing his doctoral work in 1944, Dr. Tait accepted the position of director of guidance at Bakersfield College. He left this position to become educational statistician of Los Angeles County Superintendent of Schools Office in 1945. In addition to his regular duties he has served since 1943 as visiting lecturer in measurement and educational research at the University of Southern California.

Dr. Tait has been active in many professional organizations in education and psychology. At present he is president of the Education Alumni Association of University of Southern California and secretary of Los Angeles County Educational Research Council.

Writings include co-authorship of a Guidance Handbook for Secondary Schools and a Guidance Handbook for Elementary Schools, both of which are published by California Test Bureau. A monograph, Selected References on Educational Research, is currently available through Los Angeles County Schools Office.

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Plans for a program of professional activity were made by Northern Mendocino County Teachers Association at the Annual Institute held in October at Eureka.

The new group, organized last fall, is composed of teachers of Willits Union School District which includes Laytonville and Willits, together with those of the Covello, Piercy, Sherwood and Hearst districts.

Officers reelected for the coming year are Murray Prusmack of Willits, president; Mary Letcher of Laytonville, vice-president; Mary Anne Turner of Willits, secretary, and Leroy Bird of Covello, treasurer.

## SAN BERNARDINO TEACHERS

ELIZABETH DIMOCK, president, San Bernardino City Teachers Club, prepared an interesting and informative history of that club, comprising 2 printed pages in the City Superintendents (Gordon W. Park) Bulletin of September 1, 1948. We cannot republish Miss Dimock's excellent statement in full, but interested persons may obtain a copy by addressing the City Superintendents office.

The club was organized 1918-19 and has grown steadily in numbers and program since that time. The club is now a chartered unit of CTA, with which it has always closely cooperated. For many years the club purchased the safety award certificates and emblems for the Junior Traffic Patrol. The club also has sponsored many radio programs as part of its public relations program.

For nearly 25 years, the club has supported a Child Welfare Program, with voluntary contributions averaging \$2000 annually to support the work — an outstanding achievement.

Elaine Seely is publicity and public relations chairman this year.

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## Fresno Teachers Carnival

CLIMAXING the one-day September institute session of the city schools, Fresno City Council of Education entertained teachers new to the system at a carnival party. Amid decorated booths in the Fresno High School cafeteria over 500 teachers spent the evening renewing acquaintances and making new ones.

Mrs. Cornelia Downing, president, headed the reception committee, composed of executive officers of the council. A feature entertainment was a folk-dancing team under direction of Wilma Greasch.

Co-chairmen Hazel Blanchard and Patricia Nutt organized and kept games in action. Pink lemonade and popcorn were served to the carnival-goers.

CTA President Erwin A. Dann, City Superintendent Edwin C. Kratt, Associate Superintendent Irwin O. Addicott, J. C. Trombetta, and the administrative staff were special guests. All members of the board of education attended. — H. M. Hinkley.

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## LIGHTING THE SCHOOL STAGE

By Jean Scott Frickelton,  
San Francisco

A FLEXIBLE lighting system for the school stage has always been a problem, made still more difficult because of the fact that school budgets are generally inadequate.

A recent installation by Associated Lighting Service of San Francisco for an academy provided a solution. This installation provides (1) great flexibility of control; (2) easy adjusting and focusing of equipment and (3) simplifies the addition of extra equipment to be purchased later.

The Associated Service helps solve the school budget problem by designing its lighting system so that it may be divided into four groups. Any school without sufficient funds to do the complete job at one time can install, in this manner, one

or more groups at a time, and provide for the others later.

These four group are:

**Permanent facilities**—1. Wall and floor pockets. 2. Light batten and raceway assemblies. 3. Disappearing footlight sections.

**Control board**—This can range from (a) the minimum of a circuit-breaker panel with twist-lock receptacles wired in series with by-pass switches to allow connecting of future dimmers, to (b) a complete dimmer control board with electrical mastering and an interplugging panel.

**Portable equipment**—1. Spotlights for lighting the acting areas with high intensity (which should be focused-pattern type for mounting in the auditorium ceiling openings to light the front acting areas, and the soft-edge type for mounting on the first light batten behind the proscenium arch to light the rear acting areas.) 2. Border-light sections for mounting on the first and second light battens to give general illumination with low intensity. 3. Backing floodlights. 4. Cyclorama floodlights.

**Accessory equipment**—1. Floor stands. 2. Extension cables. 3. Multiple boxes. 4. Gelatine filter sheets.

In the particular installation cited above, original purchases were made for the permanent facilities and the control board, with only a first installment on the next two items of portable equipment and accessory equipment.

The permanent facilities in this installation consist of wall pockets set above the auditorium ceiling openings and recessed in the backstage side of the proscenium wall, floor pockets recessed in the stage floor, two light battens and raceway assemblies and three sections of disappearing footlights installed flush with the front edge of the stage door.

The pockets and raceways are equipped with 20-amp. twist-lock receptacles in which terminate a total of 40 stage circuits, which will thus allow the flexibility of mounting and connecting any lighting unit in almost any part of the stage house or auditorium ceiling.

\* \* \*

## CALIFORNIA TEACHERS IN KOREA

**PUBLIC INFORMATION OFFICE**  
**HEADQUARTERS XXIV CORPS, APO 235,**  
**c/o Postmaster, San Francisco**

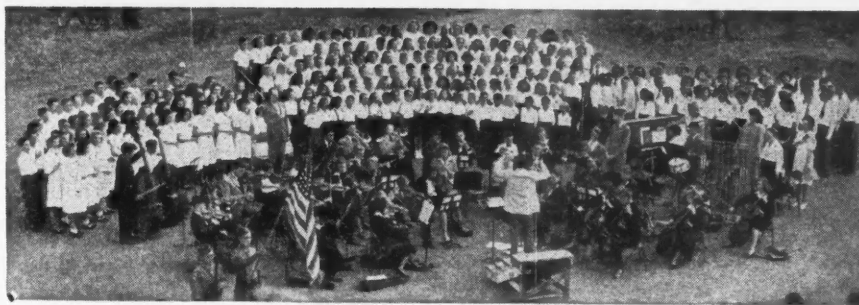
**SEOUL, Korea (delayed)**—An opportunity for Korean teachers desiring to study with American educators, but unable to travel abroad, was made possible through the Teacher Training Center which recently held its official opening at Seoul National University.

Sponsored jointly by a special U. S.



Under the direction of Dr. Pittman, these teachers are imparting latest teaching techniques to Korean educators who gather in Seoul from all provinces in South Korea. Educational leaders from California include, — Jack L. Anderson, San Jose; Leo Hart, Bakersfield; and Jack Newman, Santa Barbara.

At the Teacher Training Center, Seoul, Korea, a group of 5 educators examine a poster prepared by OCI visual section. Left to right, — Leo Hart, Jack Anderson, John A. Morton of Montana, Wah Seon, Jack Newman. — U.S. Army Signal Corps photo.



In this picture of the finale number of the National City School Music Festival, you see Boy Scouts ready to retire The Colors, after the ensemble, choruses, and orchestras finished the National Anthem.

## A California Music Festival

**MUSIC** festivals, excellent and colorful, are wide spread among California schools. The accompanying picture is a representative example, showing an entire group in a finale, National City (San Diego County) All-School National Music Week Festival of Choral and Orchestral Music. Gladys Irene Bernard, publicity chairman, in reporting this successful community event, states in part:

Our first all-school music festival was presented May 9, to a large audience in the new city Memorial Bowl. The program was about an hour's duration, consisting of light, good music. Although only on general rehearsal was held, the 6 groups moved in their turn to the platform without loss of time between numbers, and returned for the finale in an ensemble of 388 participants to sing I Love You California and the National Anthem.

People appreciate good music, especially when their children are among the participants. The people of National City and

Sweetwater Union High School District indicated their approval of this program by asking that the music festival become an annual affair.

In a substantial way have they indicated their whole-hearted support of the schools by raising the district tax-rate at a special election, by a large majority.

The festival committee was led by Lucille Krause, supervisor of elementary school music, assisted by Gladys Irene Bernard, Beryle Cole, Harlan Skinner and Lois Starek, music teachers in the junior high and union high.

Robert O. Sprague, principal of the junior high, acted as master of ceremonies and stressed the cultural purpose of National Music Week. Other administrators cooperating with the many details of this event were principals: Sidney J. Calvin, Mrs. Helena Thompson, Milton H. Cameron and Anthony P. Scafoni, and J. M. McDonald, superintendent of the union high school district and James Rusk, superintendent of the city elementary system.

The accompanying picture, taken by See Kay Photographers, appeared in National City News.

\* \* \*

## Floodlighted Football

**T**HE recent opening kick-off for Piedmont High School (Alameda County) football season was under 144 L-69's sportlights, the same type used to produce two of the most brightly-lighted fields in the world, Yankee and Briggs stadiums. General Electric floodlights, total wattage 216,000, mounted on steel standards placed high above the playing area, are accurately aimed to give maximum light and even distribution over the field.

Cost of the project is assumed entirely by the Associated Student Body, aided by contributions. The Piedmont Board of Education increased the seating capacity of the stadium to handle the larger crowds anticipated at the night games. — Robt. Taylor.

\* \* \*

## Is Your School Helping to Prevent and Relieve Mental Illness?

By Mary Ellen Maton,\* Dean of Girls, Redlands Junior High School, San Bernardino County

**T**ODAY we view a nation in which approximately 100,000 people are admitted annually to its mental hospitals.\* We see 50% of these breakdown as schizophrenia, a disorder that has much of its foundation laid during adolescence.

Is this a picture of the failure of an

\* Now supervisor of child guidance and attendance, Contra Costa County schools.

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# A MEXICAN CHRISTMAS FIESTA

FOREIGN LANGUAGE DEPARTMENT SPONSORS ALL-SCHOOL  
CHRISTMAS CHARITY PARTY

By Vernetta Trosper, Chairman Language Department,  
Bell Gardens Senior High School, Bell Gardens, Los Angeles County

**W**HAT could be more fitting than to have the foreign language classes, supposed to have developed a sympathy and understanding of other peoples, assume the responsibility for a charity drive for their own community?

What better time could there be to undertake such an event than Christmas, when people enjoy giving and feel most charitable?

Representatives of the language classes at Bell Gardens Senior High met together and decided to have the party in the form of a Mexican Christmas Fiesta, because such a festivity would have the greatest publicity value and would arouse the most interest. It was to take place the last day of school before the Christmas vacation.

The Spanish classes provided the pinatas\* and the refreshments and gifts which they contained. It was explained to them that they could make the pinatas out of old shopping-bags quite inexpensively. Since most of our students had not even heard of a pinata before, they insisted that they must have the real thing, and so they took up a collection to have sufficient funds. Privileged indeed were those who were chosen to spend the money, for rare is the pupil in our district who has coins to spend on frivolous things.

Officers of the Spanish Club went with their teacher to Olvera Street in Los Angeles to make the purchase. Our youngsters have learned the value of a dollar the hard way. Bargaining to them was a very serious business which delighted the Mexican sidewalk vendors. One of the students would ask, "Cuanto vale?" (How much is it worth?), and in response to any answer from the merchant, the rest would chorus, "Demasiado" (Too much). Prices of the pinatas started at \$2, but by bargaining and going from stall to stall, the students found some for \$1. They decided they could afford 3 pinatas and 4 gifts at 15 cents apiece for each one. These gifts included miniature baskets, trays, horses, and Mexican jumping-beans—all from Mexico!

## We See Las Posadas

One of the Mexican restaurants on Olvera Street was presenting Las Posadas, the Mexican Christmas pageant, which the youngsters wanted to see. The teacher came forth with the money for the entertainment tax and the minimum dinner. Then she held her breath for fear some dignified citizen of the school district would enter while the students were witnessing the floor show which followed Las Posadas. The worst that happened was that the youngsters were asked to participate. The tales they told at school next day should

\*A pinata is a large clay jar which Spanish-speaking people fill with presents and hang to a rafter to be broken at parties by a blindfolded person with a stick. Sometimes there are several pinatas. One may contain flour and another, water.

swell the ranks of the Spanish classes next year.

The decorated pinatas were \$6 apiece. We thought it would be more fun and less expensive to decorate our own. Some of the youngsters donated red, white and green crepe paper. This we cut into two-inch strips, which we taped around the jars, either after ruffling or cutting and curling the edges of the strips.

We purchased a 9-pound sack of Christmas candy through a mail-order catalog at a reasonable price. The candy was not wrapped. This provided an excuse for a candy-wrapping party, because we were afraid the candy would not be edible after rolling on the floor when the pinata was broken.

The foreign language classes learned Christmas carols in various languages to sing before the breaking of each pinata. They were so proud of their efforts that they begged to have the classroom doors left open while they were practicing, so that other classes would hear them.

**O**THER departments were more than willing to help make the party a success. The typing classes prepared several hundred song-sheets, in order that those who attended the party could join the foreign language classes in singing the carols in foreign languages.

The art department provided gay posters and individual invitations for the faculty in the form of sombreros that opened up. The English classes prepared short advertising skits that were presented at assemblies and during a class period. Four teams giving the same skit were organized in order to reach all the rooms during one period.

## Dances and Music

The physical education department presented some Latin-American dances, and vocal and instrumental solos represented the music department at the party. The Camera Club took pictures of outstanding events of the afternoon to be put in the papers and the school yearbook. The Latin classes took charge of decorations, which were carried out in the same colors as the pinatas, namely, red, white and green, and collected admissions.

The entrance fee was a dime and one can of food, or a quarter if the can of food had been forgotten. All of the proceeds went to community charity. It has always been my pet theory that there is no greater boost to the morale of underprivileged children than to have the opportunity to give something to someone still less fortunate. Members from the other language classes planned and supervised games which require large audience participation, such as "musical chairs," "winkum" and "this is my nose." Dance records of varying speeds were also played intermittently to encourage our bashful boys to dance.

The boys physical education department sponsored a football festival for students who did not wish to attend the party all afternoon, for we were not permitted a

minimum day schedule, and all students had to remain on the school-grounds. Between games, a student from the English department put in a plug for our party over the loud speaker on the athletic field.

The hit of the afternoon was the pinatas. Before any was broken, a student from one of the Spanish classes explained how Spanish-speaking people celebrate Christmas. Then a winner of one of the games was blindfolded and given the first chance to swing at the pinata with a decorated baseball bat. It took several contestants to break each pinata. Everyone clamored for a try.

When the contents finally fell to the floor, all scrambled to get what they could, and finders keepers! Two girls with decorated brooms sang a little ditty: "We are the clean-up committee" and swept up any refuse in order that the dancing might continue. We spaced the breaking of pinatas at definite time intervals and had them announced on the athletic field to bring in crowds from the games.

## It Aroused Interest

*This event not only aroused interest in the culture of our Spanish-speaking neighbors, provided pre-holiday entertainment, and raised money and food for charity, but also was good publicity to arouse interest in foreign language classes which are ever dwindling in numbers. We borrowed the idea from Mary Eleanor Gassaway, chairman of the foreign language department, Long Beach City College.*

\* \* \*

**Learning More About Pictures**, with reference text on selected works of art, by Royal Bailey Farnum, a volume of 103 pages, illustrated, paper-bound, is published by Artext Prints, Westport, Connecticut. This helpful book is the result of a nationwide survey to determine the most desirable content; price \$1.50; with the 90 pictures, 3 x 4 inches, \$3. Artext Prints, averaging 8 x 10 inches (authentic color reproductions photographed directly from the original paintings) are 50c each.

\* \* \*

**Pictures, Painters and You**, by Ray Bethers, an illustrated book of 290 pages, is issued by Pitman Publishing Corporation, 2 West 45th Street, New York 19, N. Y.; price \$5. Ray Bethers, a leading San Francisco artist, now established for some years in New York City, is widely-known to California school people and nationally, because of his beautiful series of California scenes and episodes, in color, portrayed on the covers of this magazine some years ago. His new book tells how to see pictures for yourself and how to enjoy them in your own way. It is a "must" for all who enjoy paintings.

## My Suggestion

Sierra Educational News  
391 Sutter Street, Room 301  
San Francisco 8, California

On an attached sheet is my suggestion for the magazine of California Teachers Association.

Name.....

Address.....



# **AMONG THE NEW BOOKS AND AUDIO-VISUAL AIDS**

## **A PEEP AT SOME NEW BOOKS**

By Laura B. Everett, Oroville

For Younger Students

**WINTER-TELLING Stories**, by Alice Marriott, illustrated by Roland White Horse; real Indian stories about the time when the world was new, as told by a tribe of the Plains, the Kiowas. The action, the dialogue and the odd pictures will delight the children, while the folklore, by the author of a history of the Kiowas, will appeal to older readers. William Sloane Associates; \$2.50.

**Vulpes, The Red Fox**, by John and Jean George. Vulpes takes the young reader right out in the woods, as Ernest Thompson Seton's books used to do. There are people in this engaging story too. The fascinating pictures by Jean George help to give the atmosphere of the story. Dutton; 184 pages; \$2.50.

**Summer at Yellow Singer's**, by Flora Bailey. Jon and Judy were to stay at home in the college town where Father taught, while Father and Mother went to New Mexico to study about the Navajos. How Jon and Judy wanted to go! Then four sleeping-bags were put aboard the train and the four Waynes were off for that interesting summer among the Navajos. Ralph Ray's pictures add to a very interesting story. Macmillan; 200 pages; \$2.50.

**The Picture Story of the Philippines**, by Hester O'Neill is what many teachers have been looking for. With its illuminating pictures by Ursula Koering on every page it will be welcomed in any class. There are few books from which children can absorb so much information, for "he who runs may read." McKay; \$2.50.

For Older Readers

**The Philippine Story**, by David Bernstein, a valuable and timely presentation of what we should know about the Philippines of today, by a man qualified to speak on the subject, deserves thoughtful and wide attention. Farrar, Straus; \$2.

**Hawaii, The 49th State**, by Blake Clark, author of *Paradise Limited*, shows the present conditions in the Islands whose history is so closely connected with ours, especially with the Pacific Coast. Don't forget that the early visitors to California found it easiest to come by way of Hawaii, nor that our very early settlers educated their children in Hawaiian schools. The author shows present-day opportunities for business in the Islands. Doubleday; 271 pages; \$3.

**The Great Forest**, by Richard G. Lillard, author of *Desert Challenge* (and son of the late Jerry Lillard, president of Sacramento State College), has been recognized among the medal-winning books by the Commonwealth Club of San Francisco. Knopf; \$5.

**Prophet in the Wilderness**, The Story of Albert Schweitzer, by Herman Hagedorn. "A glorious book" about the world-re-

nowned organist, authority on Bach, writer, surgeon, called by some "the greatest man in the world." His medical center in Africa he has carried on for more than 40 years. Three or four books on Schweitzer have come out within little more than a year. Hagedorn is here at his always-excellent best. Macmillan; 221 pages; \$3.

**Alexander the Great: The Meeting of East and West in World Government and Brotherhood**, by Charles Alexander Robinson, Jr., professor of classics, Brown University. This is history as it should be written, interesting in its presentation as in its content. Though written for adults, thoughtful seniors, and juniors as well, will find their Greek history alive in this volume. Dutton; 252 pages; \$3.75.

**Gold, Guns & Ghost Towns**, by W. A. Chalfant, with a foreword by Horace M. Albright. No more succinct account of the divisions among those who set out to cross the Plains together, has been given than is contained in the first chapter of this remarkable book. One gets an exceptionally accurate view of early days from William A. Chalfant, for many years and until recently publisher and editor of the *Inyo Register*. The paper he inherited from his father, P. A. Chalfant, whose experiences in crossing the plains and in mining at Bidwell Bar are given at the opening of *Gold, Guns & Ghost Towns*. Stanford University Press; 175 pages; \$3.

## **SAN FRANCISCO TODAY**

**PUBLICATION** of San Francisco Today, a third-grade social studies text, is a 32-page, highly-illustrated booklet, orienting children into the study of their community. San Francisco is the social studies topic for third grade.

So far as is known, the San Francisco School Department is the first in the nation to develop a comprehensive set of teaching materials for the elementary schools on the children's own community, including a series of well-illustrated textbooks, study prints, film strips, sound transcriptions, and a teacher's manual.

The project is an outstanding example of cooperation by governmental, educational, civic, philanthropic, and private business organizations for the purpose of informing school children about their own community.

A committee of teachers, headed by Mrs. Edith Cochran, principal of Commodore Sloat Elementary School, wrote the books, under the general direction of Dr. Harold Spears, assistant superintendent in charge of elementary education.

The textbooks deal simply but broadly with all phases of the city—the people and the geography, the early history, homes and neighborhoods, the workers of the city, recreation, and transportation. The first book of the series is "San Francisco Today"; the second, entitled "In and Out of San Francisco," will be issued shortly. Other books in the series will be published later.

The textbooks are illustrated with drawings and photographs of San Francisco's famous cable cars, bridges, skyscrapers, hills, parks, ferry boats, Mission Dolores, the City Hall, the waterfront, Fisherman's Wharf, etc.

The transcriptions being developed treat the typical sounds of San Francisco—shipping, industry, recreation, traffic, etc.

The materials are being amply supplied to all schools. Each school secures a set of the films, study prints, and transcriptions, and enough booklets for all children in the classes.

The project already has aroused great interest on the part of educators in other California cities, members of the California Chapter of American Institute of Planners, members of League of California Cities, and the general public.—Harold Spears, Assistant Superintendent.

\* \* \*

## **WORLD BOOK COMPANY TESTS**

**WORLD BOOK COMPANY'S** standardized tests are precision instruments devised for specific purposes. If a test is to be of full value, previous knowledge of its contents by the person taking it should not be available.

Therefore, in the interests of the many users of its tests, the company has established a policy that all possible care will be exercised in distributing tests, to prevent their falling into the hands of persons who would use them in such a way as to make the test results invalid.

For this reason, it is requested that teachers or others ordering tests, or inquiring about tests, kindly give explicit information as to the name of the school, school system, and official position, and the use to be made of the tests. Address Donald B. Jones, manager, World Book Company, 121 Second Street, San Francisco 5.

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**A Critical Evaluation of California General Elementary County School Supervisors**, by Elcy McGovern, general supervisor, Kern County Schools (address, Room 117, Court House, Bakersfield), is an 11-page, mimeographed abstract of a dissertation presented to the faculty, University of Southern California, School of Education, Los Angeles. Miss McGovern, widely-known in California school circles for her successful work in the field of rural education, has made a careful study of general county elementary supervision. Her findings are worthy of careful study; copies of the abstract may be obtained by addressing her.

\* \* \*

**1948 Student Council Handbook** is the newest publication of National Association of Student Councils, an organization sponsored by National Association of Secondary-School Principals, 1201 Sixteenth Street, N.W., Washington 6, D.C. The handbook contains 144 pages and is sent without charge to all members of National Association of Student Councils. It is also available to anyone else for \$1 per copy.

This publication is a useful handbook for student councils, their sponsors, and for high school administrators. It is the policy of National Association of Student Councils to issue a new volume each year in

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# RECOVERY IN RICHMOND

THE STORY OF A VALIANT CALIFORNIA CITY

By Irving W. Smith, Deputy Superintendent of Schools

**H**OW'S the patient?" we ask sympathetically after a man, still alive, has been dug out of a cave-in and hospitalized.

"Pretty badly battered but on the way to recovery."

Most people know what the war-avalanche did to Richmond schools. This is not a recital of the details of that difficult time, nor of the heroic way in which the superintendent and a thin line of teachers stood up against overwhelming odds.

But there are other places in California that have suffered too. This is written in the hope that it may contribute to their encouragement and to their plans for meeting their new conditions.

The ways and means by which recovery has been started in Richmond secondary schools are of two kinds: those that are quantitative and largely financial, and those that are qualitative and largely professional. External and internal would be another classification.

**The Local Tax-rate Was Doubled.** The several communities making up the union high school district turned out enthusiastically and voted the extra financial support for a period of 5 years. This was heartening evidence of the sympathy and support the schools had earned.

**Nearly Eight Millions in Bonds Were Voted.** This money for new construction was about evenly divided between elementary and high school districts. If there had been any doubts about the rugged determination of both districts to shoulder their new burdens, the huge majority in favor of the bonds spoke louder than words.

The appalling fact is, however, that all this expenditure will merely bring the schools up to capacity for the children now in them,—25,000. Meantime there are 10,000 between the ages of one and five years coming along.

Quantitative improvement has been made possible, nevertheless, by the increased tax rate and by the bond issue. New courage and new zeal have been injected into all who serve the school children. It is because of this fact that internal professional improvements are under way.

**The Qualitative Improvement of Secondary Schooling** began in 1947-48. It developed out of plans which were already maturing in the preceding year, and out of the later recommendations of the Leonard survey. This qualitative improvement has been observable in organization, in coordination, and in cooperative activities.

Organization of an office of secondary schools was approved by the superintendent and authorized by the governing board at the end of May, 1937. It was estab-

lished especially for the improvement of secondary education, vocational education, and adult education.

Three coordinators were assigned to the office with a deputy superintendent in charge. These coordinators had been selected in terms of professional preparation, previous experience, and educational interests.

**Plans for the Year's Work** followed in the main the secondary school recommendations and implications of the Leonard survey. Translated into things to be done, the 90 recommendations were expressed in 47 projects. In urgency, difficulty, and probable time required, these projects were then grouped in what appeared to be minor short-term projects and major long-term projects.

Thirty projects gave promise of being achieved within a relatively short period of time. As it turned out, 5 had been completed before the end of the school year; 15 were up to schedule and were continuing as originally planned; 8 were under way but were not up to schedule for one reason or another; one had made little if any progress; and one had ended in complete failure.

Seventeen projects were of the major long-term variety. By the end of the school year, one of these major projects had been completed except for such annual revision as might be necessary because of new developments; 4 long-term continuing projects were up to schedule; and 11 were progressing but were not up to the schedule originally drafted.

**Improving and Increasing Services** to secondary schools and classrooms taxed the best efforts of those in the Office of Secondary Schools. During the war years there had been no increase in service personnel to match the increases in enroll-

ments. Everyone was frantically busy with day-to-day tasks and problems. No time was left for getting together, discussing, thinking, planning, trying to anticipate needs.

By request of the superintendent, therefore the Office of Secondary Schools attempted to inject into this harried situation some measure of renewed and unhampered contacts, calm consideration, participation in planning by all those affected, coordination of purposes, and rejuvenated vision. It sought to enlist the strength, inspiration, and enthusiasm that come from the group dynamics of unified and purposive effort.

After those in the new office had become better acquainted with such services as existed among the central offices and between the central offices and the schools, it was obvious that the area for emphasis was new services. These have in general grouped themselves around personnel, curriculum development, and analytical relationships.

**Personnel Services** have included receiving applications, interviewing applicants, estimating their apparent desirability, recommending to the superintendent candidates for vacant positions, visiting classrooms to observe teaching-learning situations, commending desirable situations and offering suggestions for improving others, recommending changes in the retention and classification of teachers, proposing to principals various measures for increasing the working efficiency of their schools, and trying to keep the schools working together harmoniously and enthusiastically without regimentation and without loss of individual initiative and responsible freedom.

These varied new activities in the area of personnel work have been well begun and have been welcomed by schools and by teachers alike. Many expressions of appreciation and hopes for increase in the services have been received.

**Organizing for Curriculum Development** was undertaken at the beginning of this past year. Through the principals of the 5 academic day schools, each subject-matter department was invited to select a leader or chairman for curriculum development work. The areas involved were science, mathematics, social studies, language arts, vocational arts, home arts, fine arts, and health education. Thus in every major content field 5 teachers, chosen by their associates, became a district-wide committee for curriculum development.

A library committee, consisting of the 5 secondary librarians, was further organized on a functional and service basis. They inventoried the books and magazines already in each school library; drew up recommended basic lists; and in terms of the war-created deficiencies thus disclosed, proposed a program for acquiring basic materials as rapidly as finances permit.

These departmental committees and the library committee each organized themselves by electing one of their 5 members chairman. The person so chosen therefore became the leader for that subject or service throughout the district. It was in these committees that intensive curriculum work was initiated.

The subject-matter committees gathered together such course outlines as already existed in the several departments. These outlines were compared and evaluated. Then the best among those available in each subject was multiplied and distributed to teachers of that subject in the five schools. This established a fairly uniform point of departure for curriculum development.



California teachers invite parents to visit school American Education Week.



A Coordinating Council of Department Chairmen, composed of the 8 subject-area leaders, was next organized to tie together the separate threads of the work being started in the content areas. Up to the present time this council has naturally had less opportunity to serve than will be the case in the future after new developmental work has had a chance to accumulate.

The Advisory Lay-Professional Curriculum Council was organized on a district-wide basis, as the name "council" is intended to suggest. Its purposes are to acquaint representative community leaders with the curriculum work being undertaken and to derive benefit from their comments and suggestions.

Membership in the advisory council grew during the year to include 5 men—business, professional, managerial, and labor; 5 women officers of Parent-Teacher organizations; 5 classroom teachers; and 5 senior and junior high school students, chosen by their classmates.

The Advisory Lay-Professional Council has moved slowly while its members were acquiring the background needed for study of work being done by the professional committees. Nevertheless, at the final advisory council meeting in the spring of 1948 the chairman of the Departmental Social Studies Committee was able to submit a detailed report on progress toward the first draft of a Teaching Guide for the Social Studies. The council was intensely interested and hoped that more such material would be ready for their study next year.

Directed In-Service Education for teachers and for all other school officials is an essential element in any program of curriculum development. Especially is it necessary for school people who are not directly engaged in classroom work. Response to opportunities by this latter group has been most encouraging.

Because the year's major emphasis has been on the social studies, arrangements were first made with the University of California for an extension workshop in the social studies under leadership of a nationally-known curriculum expert.

This workshop aroused so much enthusiasm among the participants that many members voluntarily continued working after the conclusion of the offering. The University further cooperated by authorizing a special workshop in its 1948 summer session for intensive work on such Guides as ours is becoming.

The Teaching Guide for the Social Studies which is emerging from all the splendid work of so many social studies teachers, will be the first of its kind in the history of Richmond schools. In its tentative form it will be given actual trial in all social studies classrooms. After a year's use, the stenciled draft will be reviewed in the light of all comments and suggestions. Then it will be revised and printed.

Improvement of Reading Ability among secondary students had emerged as a most urgent need after standardized reading achievement tests had been given to incoming seventh year students at the beginning and at the middle of the school year. Two-thirds of these students in the so-called "low seventh grade" showed reading achievement below normal for the seventh year in school. The range was second year to a few at senior high level. Teachers were clamoring for help.

The University of California sanctioned

an extensive course in Improvement of Reading. It was primarily for junior and senior high school teachers, but was also thrown open to elementary teachers. Nearly 90 teachers, deans, counselors, supervisors, coordinators, principals, and others took advantage of the opportunity. The course showed practical ways and means of meeting the 6- or 7-year spread in reading achievement to be found in so many secondary classrooms today, especially in schools that are really trying to meet the needs of all American youth.

Promoting Analytical Relationships was an important area of activity of the Office of Secondary Schools. It simply means basing opinions and judgments on carefully analyzed facts. It means subjecting proposals for action to critical review in the light of possible results. Such an approach is applicable to a wide variety of problems and projects.

It is especially necessary where proposals must receive participative consideration by those who would be affected by any decisions made. Like curriculum development, however, this cooperative participation in problem solving is not a speedy process.

A Single-Salary Schedule, for example, before it was finally adopted by the Governing Board, required months and months of statistical analysis of financial data, meeting after meeting, consideration and reconsideration. In this process the Office of Secondary Schools collaborated.

Now, with equal professional preparation and previous experience, Richmond salaries are the same whether one teaches in high school or elementary school. Although this project was the most time consuming, it was but one of several others of importance in analytical relationships undertaken during the year.

Teamwork in promoting all these major and minor projects has been the key to success. Responsibilities in the office were definitely allocated. Within prescribed limits, freedom of action was delegated. Each member of the team has been at all times

ready and willing to aid and support all projects of the others.

The most effective means of securing this united effort has been the regular weekly conference. At these each member of the team reported on his activities during the preceding week, on his progress in the projects for which he was responsible, and on his plans for the following week. Each learned what the others were doing and where assistance might be given.

New proposals were thoroughly discussed and agreements were reached regarding concerted action and apportionment of responsibility. From time to time attention was centered on a critical and impersonal evaluation of each major and minor project. This assessment showed where plans must be modified in the face of difficulties or where more effort must be concentrated in order to bring a project closer to its originally scheduled progress.

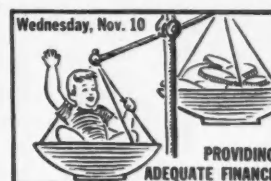
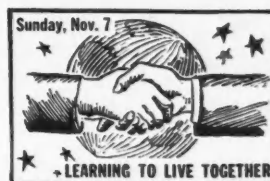
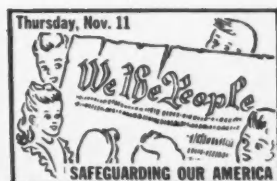
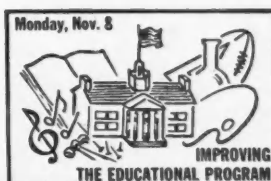
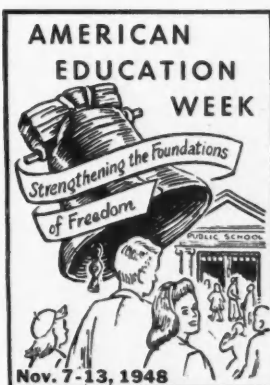
**BECAUSE** of the continuing overview derived by the members of the team from such participative cooperation, a degree of success in bringing new services to the classrooms has been achieved rather beyond expectation. Most certainly the year's work has demonstrated that in Richmond schools the teachers welcome enthusiastically any and all opportunities to improve their services to the young people in their charge, and that cooperative participative effort is what succeeds.

\* \* \*

**Schoolhouse In The Red**, a 40-minute film, 16-mm, in color and sound, is a true documentation of what goes on in a small community when it faces a school district organization program. This important movie has been created by W. K. Kellogg Foundation, Battle Creek, Michigan; Hugh B. Masters, educational director.

Loan copies may be obtained by addressing the Foundation; additional copies may be purchased direct from Agrafilms, P.O. Box 967, Athens, Georgia.

All California schools and communities observe American Education Week, November 7-13.





# YOUR STATE DEPARTMENT OF EDUCATION



## I. AT LONG BEACH

**S**UPERINTENDENT of Public Instruction Roy E. Simpson, Deputy Superintendents Hogan and Stolz, and Associate Superintendents Douglass, Fields and Wright, together with consultant and advisory staff-members of the Department, participated in the stimulating sessions of the annual conferences of California School Trustees Association and Association California Public School Superintendents at Long Beach, October 3 to 9.

Mr. Simpson addressed the opening session of the trustees and spoke again at the joint session of the trustees and superintendents. In both talks he stressed the crucial value of the public schools' service to American democracy in the present world crisis.

To the trustees, he said: "It is important today that when people who have accepted responsibility in public education gather to consider our school problems, amid the confusions of the world's unsettled state, we should unite in affirming a positive, living, working faith in The American Way." He paid an impressive tribute to the public service performed during his life by the late Ralph Talcott Fisher of Oakland, a member of the State Board of Education who died last August, pointing out that such service to public education is given at the cost of real personal sacrifice by every school board member.

"School boards," he said, "operate under authority of the people expressed through the ballot. They must comply with a large body of public law, they must coordinate their efforts with the actions of other agencies of popular government, and they are subject to public criticism, the free expression of opinion through the press and through open forums. Their work calls for discipline, concentration, and courage. America should be proud that our educational system has produced citizens capable of performing the school board member's service with sincere effort, self-respect, and good will.

"The enemies of democracy are violently opposed to such a system of popular control of education.

"Americans are staunchly confident as to the excellence of our own system. Our experience proves that it works."

Mr. Simpson made his annual report on progress in administrative affairs of the public school system to the joint meeting of Trustees and Superintendents. After reviewing the status of the State School Fund, the allocations of State aid to districts for school building construction, and other school business, he declared that stronger emphasis should be given to indoctrination for the American Way in the public school program of instruction.

"Americanism, which is a good name for the democratic ideals and principles that are fundamental to our way of life, should permeate all courses of study, and all grade levels.

"Actually, the curriculum in our school

districts already contains all the necessary elements of such a program. In some districts, recently, indoctrination for Americanism has been singled out for special emphasis. The cooperation of the entire community has been sought to enhance the school's instruction program.

"Our alumni, as young American soldiers, sailors, and airmen proved during the late world war that they had absorbed sufficient American spirit from the joint influences of home, church, school, and community, to serve the nation as patriots. Their education had much to do with their fighting American loyalty.

"It is your business, my business, and everybody's business to keep our schools dynamically American."

## II. NEW ASSOCIATE

While at Long Beach, Mr. Simpson announced the nomination of Dr. Jay Davis Conner, assistant superintendent, San Diego City Schools, to succeed Dr. Ralph R. Fields as associate superintendent in charge of the division of instruction in the Department. Dr. Fields has left California for the education faculty at Teacher's College, Columbia University, New York.

As assistant superintendent in San Diego for the past ten years, Dr. Conner has been in charge of the instruction program in the city school system. From 1930 to 1938 he was director of elementary education in the San Diego schools, and from 1922 to 1930 served as an elementary school principal there. His earliest professional experience, dating from 1919, was as a teacher in high school and elementary grades in California and Wyoming.

Dr. Conner has been a member of the State Curriculum Commission since 1941. Beginning in 1937 he was a consultant on the evaluation staff of an eight year study of secondary education. He holds the Ed. D. degree from University of Southern California, an M. A. degree from Stanford University, and the bachelor's degree from San Diego State College.

Last spring, he was selected to receive the first award of an honor hereafter to be given annually by the University of Southern California to the graduate student performing outstanding research and submitting the best doctoral dissertation. Dr. Conner's work on the dissertation that won him the award was completed in 1946.

His editorial work on many textbooks and monographs is widely known in the profession. He has conducted summer education classes at Stanford University in 1941 and 1947.

January 15, 1949, is closing date for National Wildlife Federation Poster Contest; first prize is \$250. The contest is open to students, grades 7-12, anywhere in the United States; for full details address National Wildlife Federation, 20 Spruce Street, Boston, Massachusetts.

## III. BUSINESS EDUCATION

The appointment of Dr. William R. Blackler to succeed Dr. Ira W. Kibby as chief of the Bureau of Business Education was announced by Mr. Simpson during the month. Dr. Blackler has been Assistant State Supervisor of the Bureau since November, 1945. From 1942 to 1945 he served in the War Production Training program as a special supervisor, and previously had served in the Bureau as supervisor of research and teacher training.

Dr. Blackler is a native of Utah, and a graduate of the University of Utah in the field of business and economics. He holds a master of science degree from the University of California, and the degree of doctor of commercial science from New York University. He has conducted classes in specialized business fields in Salt Lake City public schools, the University of Nevada, the College of the City of New York, New York University, and numerous summer sessions. He has contributed regularly to publications in the field of business education.

Dr. and Mrs. Blackler make their home in Sacramento.

## IV. THE STATE SCHOOL FUND

The Superintendent of Public Instruction announced at Long Beach that apportionments to school districts for 1948-1949 are being made from a total State School Fund of \$185,787,370.36. The State Fund in 1947-1948 totalled \$172,521,608.95. Average daily attendance reported to the Department at the close of the 1947-1948 school year was 1,521,031, an increase of 87,376 over the 1946-1947 a.d.a. of 1,433,655. The State Controller distributes the funds as apportioned in 10 equal monthly warrants, drawn on the State Treasury, to county treasurers.

## Fuller Appointed Executive Secretary for National Council of Chief State School Officers

**D**R. EDGAR FULLER has been appointed executive secretary of the National Council of Chief State School Officers to succeed Dr. E. B. Norton, who has resigned to accept a College presidency in Alabama, it has been announced by State Commissioner of Education John H. Bosshart of New Jersey, who is president of the National Council.

The new appointee holds a J.D. degree from the University of Chicago Law School and an Ed.D. degree from Harvard Graduate School of Education. He has been a teacher, principal and superintendent of schools in New Mexico, president of a junior college in Arizona, lecturer on education at Harvard and Southern California, educational consultant to the Civil Aeronautics Administration and State Commissioner of Education of New Hampshire. At present he is director, Division of School Administration, U. S. Office of Education, Washington.

Dr. Fuller has long been active in local, State and national professional organizations, particularly as a member of committees concerned with administrative policies in education. In 1944 he was awarded the Brewer Trophy by the National Aeronautics Association for the most outstanding contributions to aviation education in that year. He will begin his new duties in December with offices in Washington, D.C.

## ECHOES AND EDDIES

From the WOTP Conference  
In London

World Organization of the  
Teaching Profession

By Angie Louise Fox, Past President,  
San Diego Teachers Association

FOR years I have followed the proceedings of international conferences and longed to be present at the deliberations of one. You can imagine my joy when I received word last April that I had been appointed a delegate from the NEA to the 1948 Conference of WOTP, held in London, July 22-29!

The U. S. State Department gave priority reservations for passage to Europe to teachers and students who were going for some international conference, study, work, or living experience, by leasing SS Marine Tiger and Marine Jumper to United States Lines for such passage.

We 600 passengers sailed past the Statue of Liberty on the Marine Tiger. We had 9 wonderful days of smooth sailing.

To one familiar only with ocean liner travel, troopship style was an experience! (I'd like to recommend it as a sure cure for the pessimists who think modern youth has few if any redeeming characteristics. I have never lived with more friendly, considerate, interesting, happy, and inspiring young people than those on our ship.)

Also, the austerity of a troopship is the best possible initiation to Europe at the

present time, an excellent conditioner for the simple meals, hard beds, absence of central heating in the coldest summer in 26 years, or lack of airconditioning in a prostrating heat-wave, the record for 60 years. Under such circumstances one learns to think clearly and to put essentials in their true position.

The Conference opened on the morning of June 22 in the assembly-room of the National Teachers Union Building; the "NEA" headquarters of the United Kingdom. Many people think of our immense national conventions and would expect a world conference to far exceed a national meeting in numbers. This is not true, however. There were about 40 delegates and about 25 observers present. The discussions were carried on only in English, which was a distinct advantage to many of us, but prevented some from free participation at times because of shyness over their lack of fluency. Sixteen nations were represented.

One of the first things we learned was that there are four international organizations that must get together and present a united front to UNESCO before there is a definite official body representing Education at UNESCO. They are WOTP, FIPESO, ITA, and Pan-American Union. Our executive committee was instructed to proceed with negotiations toward that end.

The 5 topics discussed were:

1. Interchange of Teachers and Pupils. Everyone agreed upon its value to the promotion of peace, but we did not agree as to ages, types, qualification, etc.

2. International Language. The provincialism of English-speaking peoples was shown. We found others were willing to make the effort to learn our language, but they asked

that we keep our vocabulary down to the size they could acquire and work with.

3. Social Studies and the Teaching of Current Events. I sat with that committee in its deliberations prior to its report and learned more than in all the rest of the conference about the diversity of approaches to the ends of educational purposes in the nations represented.

Social studies can not be such a time-consuming subject to peoples whose neighbors speak other languages. To do business with their neighbors the youth of such lands must be able to speak, read and write several languages, and the schools must train the children in these skills.

4. Extension of Literacy. There is such a difference in the rate of literacy in various nations that here again there was no adopted report.

5. Health Education. This was a very comprehensive report on health, ranging from prenatal care through problems of school buildings and national morale.

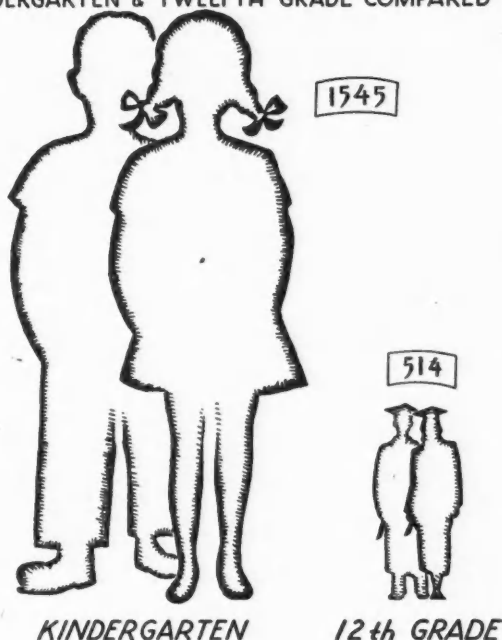
WE met for luncheon in small groups and committees. The American delegation entertained at tea one afternoon. President William F. Russell and his wife entertained another afternoon, and National Union of Teachers entertained with a farewell banquet on the last night of the Conference.

Everyone, I'm sure, left London feeling grateful for the days we had spent together, regretful that such wonderful experiences, too, must come to an end, and determined to speak and work for world understanding at every available opportunity.

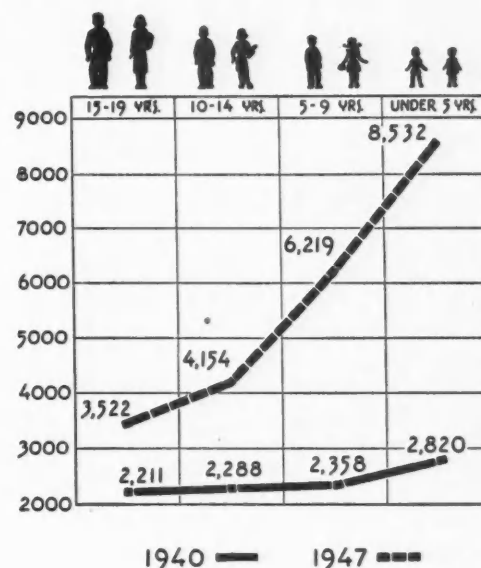
July 20-28, inclusive, 1949, has been set for the third Delegate Assembly of WOTP, to be held either in Luxembourg or Switzerland.

The urgent school housing problems of California communities are strikingly depicted in these two graphs from the City of Burbank, in Los Angeles County, reproduced here through courtesy of J. R. Croad, superintendent, from his Annual Report, 1947-48.

### BURBANK CHILDREN . . . 1947 KINDERGARTEN & TWELFTH GRADE COMPARED



### BURBANK CHILDREN by age levels 1940-1947



# EDUCATION FOR YOUR VOCATION

By Lois Cottrell Williams, Teacher, Lassen Union High School and Junior College, Susanville; G. A. Collyer, District Superintendent and Principal

**S**INCE the high school's job is to provide the student with salable skills as a part of an over-all obligation to prepare the individual for life, trained personnel should be provided to assemble and disseminate occupational facts.

Necessary information that the vocational counselor or teacher needs includes up-to-date authoritative knowledge on the occupational opportunities in the local community, description of the various occupations, the working conditions, requirements for entrance into the occupation, how to get started in the occupation, the prospects of advancement, and the security involved.

Through vocational testing and counseling the student can learn the practical answers of whether or not he has the natural aptitudes and physical requirements to pursue certain jobs.

At Lassen Union High School in Susanville, a vocational educational program was set up last year in the senior problems class by securing the services of 11 local men to speak upon their particular types of professions or vocations.

Prior to the speakers visit, the teacher analyzed the aptitudes desirable for a number of jobs. To be successful and enjoy a job: Does the student show high accounting ability, number memory, tonal memory, creative imagination, inductive reasoning, analytical reasoning, power of observation, finger dexterity, and tool dexterity? Men were invited to speak whose professional or vocational duties demanded skill in these factors.

The speakers were not grouped into any set categories, such as professional, managerial, skilled or unskilled labor groups. They had been asked to discuss their particular fields in relation to the amount of education needed to pursue a career, the advantages and disadvantages in our community for such a career or vocation, and whether or not the job was a lucrative one.

The first speaker, a lawyer, discussed the whereabouts of law schools in the West, preparation and training, admission to the bar, acquiring a law practice, general practice and specialization, opportunities in law, women lawyers, income of a lawyer, and the advantages and disadvantages of law as a life career.

## Fruit-Growers Supply Mill

The second speaker, office manager of Fruit Grower's Supply Company mill in Susanville, discussed the reasons for a mill in our community, the dependence of the town on the mill, opportunities in the company, possibilities of advancement in the company, age requirements, educational requirements for particular jobs, the part of the union in the company, and salaries.

The third speaker, a food merchant, discussed the problems of a food merchant, self-service in the grocery and meat departments, attractive and unattractive features, personal qualifications, education, how to get started in the food business,

operating expenses, salaries, and amount of capital needed to get started.

A pharmacist and drugstore-owner discussed the history and development of pharmacy, schools of pharmacy in California, education necessary for a pharmacist, passing of the State examination, securing a pharmacist license, reciprocity with other States, qualifications, opportunities, advantages and disadvantages of pharmacy as a profession, the modern drugstore, hours of work and salaries.

The speaker from Lassen County Agricultural Extension division spoke upon the scope of the agricultural field, needed interest in agriculture, advantages and disadvantages of agriculture, listed and briefly explained the potentialities of ranching and farming, agricultural chemist, economist, extension agent, and many specialists in agriculture.

The supervisor of the Lassen National forest spoke about the interest in outdoor life, forestry in Lassen County, personal qualifications, education, schools of forestry in the Western States, desirable and undesirable sides of forestry, permanent and temporary positions in forestry, taking of civil service examinations to become a member of U. S. Forest Service, salaries, and women in the field of forestry.

An insurance man discussed the various types of insurance, the importance of insurance to every type of business, insurance companies, what insurance does for the public at large, being an insurance specialist, education, personal qualifications, remunerative values, getting started in the business, being an agent or broker, and women in the insurance business.

A construction company owner spoke of the construction business from a large company on a national construction basis and the construction business locally. He discussed the building trend in the United States, the future outlook, public works projects, housing problem, securing building contracts, capital necessary, spreading the contracts in various localities, working up from apprentice to foreman or superintendent to owner, personal qualifications, and salaries in various positions.

A garage owner dealt with the automobile industry at large and its future in the U. S., retail automobile dealer, management, qualifications, trade schools, interest in the automobile field, managers, salesmen, parts men, service departments, accounting departments, college education advantages, and the remunerations in this industry.

## The Chamber of Commerce

The secretary of the Chamber of Commerce gave an over-all picture of the business future of Susanville and Lassen county. Needed in Susanville and Lassen county are resorts, motels, restaurants, drive-in restaurants, etc. Natural tourist area with Mt. Lassen National Park is in the near vicinity, with good hunting and fishing, and scenic drives.

The final speaker, from California Employment Service spoke on the employment situation in the Susanville area, and discussed the development of the employment service, how this service aids communities and the individual, encouraged college educations wherever possible, and the fields of employment in a variety of professions and vocations.

The students reactions to these speakers were similar. They agreed that education of some type beyond the 12th grade is almost a necessity. In our modern competitive world the highly-trained individual is at an advantage.

The students realized that, regardless of profession or vocation, to get to their goals, the struggle would be long and difficult. The speakers emphasized that success in any type of employment comes slowly.

If an individual started into a field of employment and found this field not to his liking, he should find some other type of employment immediately, even though he might have had specialized training.

Through exposing these young people to the first-hand knowledge of a number of professions and vocations, they are more likely to consider carefully their vocational interests.

\* \* \*

## CUYAMACA STORY

**H**OW and why San Diego children go camping in school time is told graphically in words and pictures by *The Cuyamaca Story*, published recently by the San Diego City-County Camp Commission.

Nestled in a green valley in the Cuyamaca Mountains 50 miles east of San Diego, Camp Cuyamaca is the site of the first publicly-supported school-camp in the United States. Each of the city schools and many county schools make a week at camp a part of the regular education of all 6th-graders who wish to attend.

Here in a beautiful natural setting, children learn directly from the great outdoors. The classrooms for natural history are the mountain slopes; materials for arts and crafts come from the stream banks and the woods, where the Indians got them. Even arithmetic is fun when used to figure out how much to take on a cook-out. Getting along together with other boys and girls provides real-life lessons in group-living, and the whole camp week is a vital experience in democracy because the children have a real share in planning what they will do and how they will do it.

The Cuyamaca Story was written by James Mitchell Clarke, working under direction of officials of the city and county governments, the two school boards and the parent-teacher association and guided by a group of San Diego's foremost educators.

Funds for both this booklet and for the book-length technical report on which it is based were made available by Rosenberg Foundation, a San Francisco organization interested in camping.

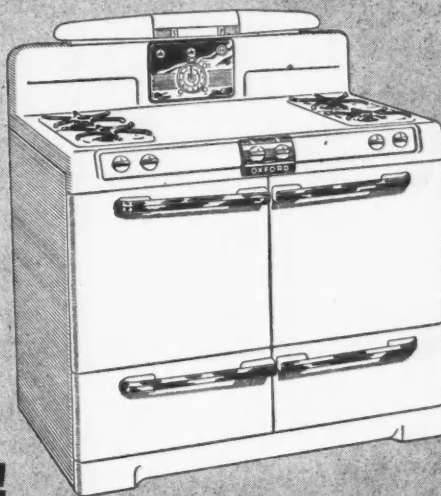
Additional copies of *The Cuyamaca Story* may be ordered at 30 cents each from San Diego City-County Camp Commission, 405 Civic Center, San Diego 1. Payment should be payable to San Diego County Schools Camping Trust Fund.



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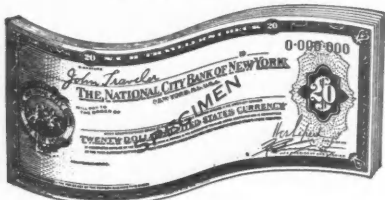
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## SCHOOLS AND MENTAL ILLNESS (Continued from Page 13)

agency that meets youth from childhood to maturity? The agency to which most people are exposed for approximately 12 years of their life. Even more, it should be faced as a challenge to the schools to attempt to do something about the problem.

The schools today are one of the central resources for the prevention and referral of mental illness. They furnish a vast body of knowledge and skill. They train children incidentally and otherwise in certain standards, accepted forms of behavior, and attitudes. Then mental hygienist and psychiatrist confronts us with the necessity of the action of the school as a force in the prevention of mental illness. They admit their helplessness in the face of disorders that have reached their crest, and cry for prevention and early referral.

Does your school embody mental hygiene concepts into the principles and policies that guide it? These are check-lists of working concepts that will perhaps help you to evaluate your situation:

### The Teachers

1. Are they capable of acceptance of behavior rather than stern judgment?
2. Are they aware of the needs and problems of youth and sympathetic toward them?
3. Are they emotionally balanced, well-chosen, professionally competent, and unselfishly fond of children?
4. Are their objectives the all-around development of children rather than academic achievement alone?
5. Do they know what constitutes normal child and adolescent behavior?
6. Do they treat behavior problems with some understanding of the underlying factors that produce these problems?
7. Are they particularly aware of the sexual development of young adults and adolescence? Are they aware of the behavior manifestations that go with it? Can they handle the problems that arise in this area objectively?
8. Are they aware of the possible physical and mental ailments of students that might constitute maladjustment?

### The Administration

1. Are the board members, superintendents, and supervisors competent and interested in the improvement of the program and the school situation?
2. Are they paying teachers well?
3. Are they developing and protecting good teachers?
4. Do they demand a reasonable load of work and recognize extra work?
5. Are teachers encouraged to participate in administration?
6. Do they enlist the cooperation of the community?

### The Curriculum

1. Is the curriculum varied enough to take care of many types of interests and abilities?
2. Does the program enlist and utilize social, emotional, and vocational learnings and development of the students?
3. Is there provision and adaption for remedial students and the physically handicapped?
4. Is each subject in the curriculum given its rightful emphasis with no overemphasis on any one phase of the program?
5. Are there courses in health education,

\*Statistical Abstracts of the United States 1944-45. U.S. Department of Commerce. p. 60.

vocational guidance, and group guidance? Do they take into consideration the psychological and biological needs and interests of students?

6. Is there provision for group activities within the classes themselves—pupil participation and planning rather than teacher dominated?

7. Are curriculum modification and adaptations made in relation to student needs?

8. Are there present optimal conditions for learning, motivation, and success?

### Group Activities

1. Do they provide these areas of activities for students: a—policy making and governing, b—service, social, and recreational, c—esthetic and emotional expression, d—academic groups, e—publication groups?

2. Do the activities provide training experience in realistic human relationships?

3. Are the activities varied enough to provide each student the opportunity to identify himself with some group?

4. Is there provision for leadership and fellowship training?

5. Are the activities properly regulated and financed?

6. Are there adequate facilities to carry on group work?

7. Are the activities recognized as an important part of the whole school program?

8. Are they used as therapeutic and preventive resources for personality adjustment?

9. Is there periodic evaluation of activities by students, administrators, and teachers to see if some of the activities should be discarded or changed?†

### Counseling and Personnel Services

1. Is there some central coordination of the program?

2. Does the program enlist and utilize all the teachers and the staff?

3. Is there application of adequate diagnostic techniques that further the understandings of the teachers and the pupils of themselves?

4. Are cumulative records maintained and made available to teachers?

5. Do the records on the child present a developmental picture of the whole child rather than just his academic achievement and capabilities?

6. Are all problems of adjustment taken into consideration—personal, emotional, social, and academic?

7. Is there some in-service training of teachers and incorporation of them into the main counseling program?

8. Is there some provision for the orientation of new students to the school environment?

9. Is there some source available for the referral of students that show extreme behavior deviations?

10. Is there incorporation of the counseling program in the whole life of the school—the curriculum, teaching methods, administrative policies, and group activities?

11. Do the individuals who meet students in a face to face counseling relationship have the insight, skill, and techniques necessary for the job?

12. Is the student allowed to attain much of the insight into his own problems and to act upon his own decisions?

13. Is there some study of the individual student in his satisfying successes and in regard to his failures?

†Strang, Ruth, Group Activities in College and Secondary Schools, Harpers Bros. 1941.

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14. Is there some method of contact with the students who need the services of a physician, psychologist or psychiatrist?

15. Is there some contact with parents and an enlistment of their help?

16. Is all information kept confidential and used for the benefit of the student?

17. Are channels of cooperation provided for the work of students, teachers, and administrators?

Do not most of these objectives if put into action hold the most fundamental resources for the prevention, referral, and therapeutic work of the schools? Fundamentally the way that the student approaches the stresses and strains of constant adjustability and the way the school approaches the student in helping him to make these adjustments may well be a setting for future mental health or mental illness.

\* \* \*

### AMONG THE NEW BOOKS

Continued From Page 15

order to give publicity to the more recent student-council practices and procedures and to provide student-council sponsors and high-school administrators with information on the activities of student councils nationally.

\* \* \*

**Between Pacific Tides**, revised edition, by Ricketts and Calvin, with foreword by John Steinbeck; profusely illustrated with photographs, line drawings, graphs, and color-plate. This well-written account of the habits and habitats of some 500 of the common, conspicuous, seashore invertebrates of the Pacific coast, between Sitka, Alaska, and Northern Mexico, first appeared in 1939. Stanford University Press has now brought out a revised edition, a big volume, beautifully printed, of nearly 400 pages; price \$6. So many California schools are along or near the coast that seashore natural history is highly important.

\* \* \*

**Industrial Arts Design**, a textbook of practical methods for students, teachers, and craftsmen, by William H. Varnum, 250 pages, profusely illustrated with 471 pictures, line-sketches, and color-plates, is published by Manual Arts Press, Peoria 3, Illinois. This new edition of Varnum's widely-known text, which first appeared in 1916, is intended for individual student use and as a reference-book for teachers; price \$4.50.

\* \* \*

**Building Our America**, one of the praiseworthy Scribner Social Studies Series, is complete in itself and can be used alone, but is part of the series for grades 1-8. It follows *Building Our Communities* and may either precede or follow *Building Our World*. It comprises 480 pages, with many illustrations (some in color) and maps; price \$2.40. The book is filled with stirring, true stories of the people who discovered and built our country; they grip

the attention of 10-12 year-old boys and girls. Address Howard P. Miller, Pacific Coast manager, Charles Scribner's Sons, 55 New Montgomery Street, San Francisco 5.

\* \* \*

**Numbers For Beginners**, Parts One and Two; by Sanders, Schmidt, and Williams, is published by Laidlaw Brothers, 1948, Part One, 36 cents; Part Two, 48 cents, less usual school discount.

These introductory books are based on the theory of meaning in arithmetic. Use of many manipulative exercises makes numbers meaningful to children. The authors use a multi-sensory approach. Texts are designed to precede any series. Full teaching directions accompany each lesson. Address Laidlaw Brothers at 609 Mission Street, San Francisco 5.

\* \* \*

### Willard Echo Is First

**SCORING** 882 points out of a possible 1000, The Willard Echo (Frances E. Willard Junior High School, Santa Ana, Orange County) took first place in the critical service sponsored by Quill and Scroll, international honorary society for high school journalists, under auspices of Medill School of Journalism, Northwestern University, Evanston, Illinois.

This is the second time the school paper has entered this service and the second time it has taken first place. This award makes the 26th national honor for The Echo. It was taken by last year's staff also.

"The Willard Echo indicates an enterprising, energetic staff. It does a fine job of interpreting the school to the community," the judges wrote Advisor Vera Hoyle this week.

\* \* \*

### SELF-TEACHING UNITS

**TWO** new units in the field of Conservation are available free of charge to California teachers; both, in booklet form, are written for and about California.

"Where Rivers Are Born" deals with watersheds and water supplies, and is directed at 8th or 9th grade.

"Know Your National Forests" is written for 6th or 7th grade. Basic principles of proper land use are emphasized in both publications.

The booklets are similar in appearance and make-up, have wide margins, and are printed on good paper, using large, clear type and plenty of illustrations. They include teaching helps, vocabulary words, problems, and reviews.

U. S. Forest Service prepared the material for both units and published the national-forest unit; the watershed unit was published by State Division of Forestry.

Sample copies of either, with handy blanks for requesting copies for pupils, may be obtained simply by dropping a card to Division of Information and Education, U. S. Forest Service, 630 Sansome Street, San Francisco 11; "Where Rivers Are Born" may be obtained also from State Division of Forestry, State Office Building 1, Sacramento 4.

## SCHOOL ADMINISTRATION

### Additional\* Changes in Southern California

By Carl A. Bowman, Los Angeles,  
Director of Placement,  
California Teachers Association,  
Southern Section

#### LOS ANGELES COUNTY

Norvell R. Dice, formerly superintendent, La Canada elementary district, was elected superintendent, Arcadia elementary schools.

Paul Butler, superintendent, Castaic elementary school district, succeeded Mr. Dice as superintendent of La Canada elementary district.

Richard Gahr, formerly director of guidance at Excelsior union high school, Norwalk, California, was promoted to the position of principal, under Ralph Burnight.

Myron A. Hesse, elected business manager for Redondo union high school district, Redondo Beach.

Robert Chase, teacher, Lynwood elementary schools, was chosen as district superintendent for Castaic elementary school district, succeeding Paul Butler.

Bertrand Hagg of La Mesa was elected elementary principal in Burbank.

C. E. Robinson of Washington was elected elementary principal in Arcadia.

Mrs. Margery M. Fessier, principal, Central school, Lynwood, was selected as curriculum coordinator for the whole district.

Donald W. Todd was elected as elementary principal in Lynwood.

George W. Harris, formerly administrator in Iowa, was chosen as evening high school principal, Wm. S. Hart union high school, Newhall.

Mrs. Billie M. Callen, formerly of Florida, was elected elementary supervisor, Norwalk.

James B. Donnelly, former administrator, and more recently teacher in Los Angeles city schools, was chosen as principal, North Ranchito school, Pico.

Harold Wulke, of San Bernardino junior college, was elected supervisor of attendance and child welfare, Excelsior union high school, Norwalk.

Ross D. Jarvis, principal, El Segundo junior high, was chosen as intermediate principal, Norwalk. William E. Jakad, former administrator in Michigan, was chosen as attendance officer there.

Leonard Swenson and Miss Bennett were employed in Wiseburn school district as principals of an upper-grade school and primary school.

John Salyer of Bakersfield, South Whittier, and more recently England, where he took work at Oxford, was employed as elementary principal, Carmentia school district, Norwalk.

Theodore Miller of the Middle West was employed as elementary principal, Hudson school, Puente.

Gordon Imler, Pomona teacher, was elected principal, Westminster elementary school district.

Boyd A. Russell was elected elementary principal at Covina.

Clifford W. Jordan elected at Downey elementary district.

James D. Harper, formerly of Tulare, was elected vice-principal, Baldwin Park elementary.

#### SAN DIEGO COUNTY

Dr. John L. Blair of San Diego was appointed dean, Palomar junior college to succeed Sanford M. Bale.

Paul R. Stouffer of Palo Alto was chosen principal, junior high and elementary school at Coronado; Ben I. Schei was elected Kgn-5th principal.

John B. Pace was elected principal, Warner union school; he came from Thermal.

Elva Dittman of USC was chosen principal, elementary school, Oceanside.

#### SAN BERNARDINO COUNTY

Dr. Stanley L. Combs, training teacher at UCLA, was elected to the staff of the School of Education, University of Redlands.

Paul Henry of Palo Alto was chosen superintendent, Needles school district, to succeed George Kibby.

Leo G. Fuchs, administrator in the East, was elected as curriculum coordinator for Redlands city schools.

\* See September, 1948, issue of this magazine.

A new social history for high schools  
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## HISTORY OF UNITED STATES

A brand-new text with a two-way teaching plan—chronological, by division into seven epochs; topical, by the organization of each epoch around five continuous themes. (Migrating and Settling, Making a Living, Living Together, Building a Government, Rising among Nations.)

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EDWARD E. DALE, University of Oklahoma, and  
EDGAR B. WESLEY, University of Minnesota.

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### AMERICA, THE CRUCIBLE (Period A)

- Nov. 4 —Music of the  
Aframericans  
Nov. 18—French-American Music

### THE AMERICAN SPIRIT (Period B)

- Dec. 2 —Tunes of Transportation  
Dec. 9 —Songs of American  
Industry  
Dec. 16—Religious Music in  
America

### TEACHER'S MANUAL — FREE

Available to teachers or leaders of listening groups. Request Cards are being sent to principals of Western schools. For additional Request Cards write to Standard School Broadcast, San Francisco 20, Calif.

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OF CALIFORNIA**

Joel Benedict has accepted the position of audio-visual director, Redlands city schools.

#### RIVERSIDE COUNTY

Joseph White, Lester Roth and Keith Sanburg were elected in Hemet as junior high principal, counsellor, and elementary principal, respectively.

Joseph Kanya was chosen as elementary principal, Palm Springs; he formerly taught in San Bernardino.

#### ORANGE COUNTY

Oliver Lawson has accepted the assistant superintendency at Santa Ana city.

Willard Saucerman, supervisor, State Teachers College, Bemidji, Minn., was elected supervisor for Orange County schools.

Donald Collins returned to the position of child welfare and attendance supervisor at Fullerton HS and JC which he held before the war.

Logan W. Wheatley, veterans advisor of Fullerton HS-JC, was chosen as director of the evening school. Walter J. Pray is in charge of the forum.

Mr. Bess of El Modino was chosen principal, La Habra elementary school.

#### VENTURA COUNTY

Everett Braun of San Luis Obispo has accepted the position of high school vice-principal, Oxnard high school district.

C. Avery Houser, formerly of Los Angeles city schools, was chosen supervisor of attendance of Oxnard high school district.

#### SANTA BARBARA COUNTY

Clarence Ruth, formerly elementary superintendent, Lompoc, was elected to the Santa Maria system.

Loyal B. Gunderson was elected to Cuyama union elementary principalship. Arnold Lankow of Fort Yuma was chosen principal for Blockman union elementary school.

#### IMPERIAL COUNTY

Harvey Hood, Stanford, formerly superintendent in Lake County, was elected assistant superintendent, in charge of business, Brawley elementary schools.

Leonard Lowry has accepted an elementary principalship, Brawley.

John M. Davis, former principal, Westley, was chosen principal, Calexico elementary schools.

Albert Smith of Conejo elementary school was elected elementary principal, Imperial.

#### MISCELLANEOUS

James A. Hills of Needles elementary schools was chosen assistant supervisor, child care centers, State Department of Education, under John R. Weber.

Leonard Christensen of Stanford accepted a position as assistant professor, Humboldt state college, Arcata.

Elmer Pelham, teacher, Lompoc, has accepted the position of audio-visual director, Mendocino County schools.

Vera Simpson, formerly supervisor, San Benito county schools, accepted position as supervisor, Plumas County.

Arnold C. Geiser, teacher in Palomar College, was elected director of recreation program, Alturas elementary schools.

Wilhelmina Paulsen, New York City, was elected director of education, Tulare County, Visalia.

Paul Gaer, teacher, Pepperdine College, has accepted elementary principalship, Selma.

\* \* \*

The Postman, by Marshak, with charming illustrations by McKean, is a happy story-book for children, ages 5-8; published by Shady Hill Press, 17 East 96th Street, New York 28, New York; price \$1.25. The Shady Hill books are colorful and packed with gaiety.

\* \* \*

The Adventures of Skoot Skeeter, by Thurston, illustrated by the author, a well-written and beautifully printed fairy story for children, is published by Caxton Printers, Caldwell, Idaho; 124 pages; price \$2.50; several color-plates and many other fine pictures.

## SAN GABRIEL COLLEGE

By Ethel P. Allen, Teacher,  
Pomona High School

**H**AVE you ever watched a dream take material form and acquire shape and substance? And have you been among those for whom this realization seems so much a part of daily experience that you knew it just had to come true?

For the past several years, many teachers in Southern California have taken classes under the guidance of Dr. V. Cheyne Stevenson. Whether mythology, Shakespeare, Kipling's India or map-making, each class was so interesting that many teachers attended every session that could be put into an already heavy personal schedule.

These classes were held after school. When teachers who came, weary from a hard day in the classroom, left refreshed and mentally stimulated, one may understand in some measure the vitality and dynamic personal charm of Dr. Stevenson.

At the close of each series of lectures, classes from several communities gathered at the Stevenson's ranch home near Santa Ana for tea. Here we met the teacher's charming husband, Dr. R. Mackenzie Stevenson, who always prepared a large urn of his own special blend of fragrantly spiced tea and also showed us many of his museum pieces of rare china, porcelains and other art treasures.

Throughout our acquaintance with these interesting people, one fact has become more and more apparent. They have traveled the world over many times, have lived in many different lands, and are committed to the belief that when one really knows and understands his neighbor one can live and let live in peace. One of the Christmas cards which came from the Stevensons had the following quotation taken from "The Master in Modern Life." "I saw in a vision the Master in our midst and one asked of him, 'What must we do that this suffering Earth be restored to Peace and Happiness?' And he answered and said, 'Seek the laws of God and obey them. There is no other way. Sweep away the barriers men have built in their fear and greed, barriers between man and man and between country and country. God makes no boundaries. When men disobey God's laws and set up their own they perish. Place the Laws of God in Senates and Congresses and legislate in accordance with them for the good of all the world. Fight ignorance and spread the Light of Knowledge. Teach Love of all men to one another.'"

Out of this philosophy has grown the idea of founding an institution for the sole purpose of fostering world understanding and peace. San Gabriel College was granted a charter by the State of California in October, 1947, with authority to grant Bachelor's, Master's and Doctor's degrees in "World Understanding and Peace." This will be the first college ever to grant such degrees. A Board of Trustees was elected and Dr. R. Mackenzie Stevenson was made president of the college. Classes began officially in January, 1948.

San Gabriel recommends that the first two years of college work be taken at Chapman College, Los Angeles, in preparation for the degree in "World Understanding and Peace." San Gabriel College accepts for its degree no one who has not had at least 60 credits from a recognized college. The classes, which are definitely planned for adults of mature



mind, are to be kept small, preferably not more than 15 in a class, with plenty of time given to individual guidance.

### A Home School

At present, classes are held in the Stevenson's home, but when materials are available, other buildings will be erected with this home as the center. The Drs. Stevenson have given to the college these home buildings and acreage which adjoins the rolling hills of the Irvine estate and where future expansion may take place. They have also given their fine library which contains some very rare material especially in the fields of mythology, geography, philosophy of geography, literature and art. Among the latter are some rare and valuable books on ceramics and furniture. In addition to this fine library the Stevensons are giving to their college their treasured collection of rare china and porcelains. Many interested friends from the four corners of the earth are sending materials to be used in classes.

During the 1948 summer session, the following courses were given: Palestine and its problems; Geopolitics and geography of Russia and Middle Europe; Origin and development of fairy tales and classical tales; The Classic Period in Music; History and art of English china; Historical background and art of antique furniture.

Are you wondering why this newly-founded college has been named San Gabriel? In the loggia, where we often gather for a cup of tea, there is a stained-glass window which came from Rheims Cathedral after World War I. At that time it was shattered by shell fire, and was hidden by the villagers to save it from destruction by looters. A wealthy American gave money to have it restored, and it afterward came into the possession of the Stevensons.

This window depicts the Archangel Gabriel, blowing the trumpet that should awaken those who sleep. Ages ago the Christian saints grew from Greek and Roman religion (now our mythologies); the Roman god of Peace and Plenty eventually became the Archangel Gabriel.

When San Gabriel blows his horn he is really proclaiming peace and plenty to all men. San Gabriel College has been founded in the staunch belief that this promise can be realized through World Understanding.

\* \* \*

**Wonderworld Readiness** by Stone and Noble, a science readiness book of 94 pages, is published by Charles Scribner's Sons; price \$1. The Scribner's series gives the child a pleasurable introduction to science.

\* \* \*

### OUR BULLETIN BOARD

#### A Letter to the Editor

Dear Sir:

AT noon hours, recesses, and sometime before and after school, pupils of Teague School, Fresno County, have a new good — ever-changing — inspiring — instructive — quiet — companionable friend — a bulletin-board JUST for them. This board is located out in the open where they can congregate and can mull over what they read from this new ally.

Around the board they cluster — sometimes one or two, usually in larger numbers, and read silently or to one another about things so interesting to them — things so removed from their daily life. They read where once Will Rogers refused an offer of \$600,000 to be connected with a program sponsoring a product to which he was opposed. Beautiful works of art — lively anecdotes — CLEAN comics — uplifting quotations — and etc. fill this board to overflowing.

Twice a week an entirely new boardful

# New!

## Landis-Landis: Social Living

**PRINCIPLES AND PROBLEMS IN INTRODUCTORY SOCIOLOGY, REVISED:** A challenging course in social problems which gives the student an understanding of society and his social responsibilities. Emphasis is placed upon the problems of social living in a democracy such as ours and techniques of handling them. Interesting material is included on marriage and the family, labor-management relationships, war and peace, poverty, crime and juvenile delinquency, populations problems, employment, personality problems, normal social patterns. Many illustrations, projects, and activities which link the principles of sociology to the daily experience of boys and girls. *Ready in 1949.*

A comprehensive workbook supplements the text with projects, graphic materials, tests and references.

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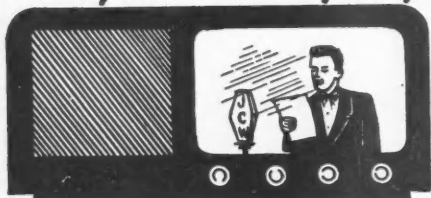
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# WINSTON FLASHES



**B. FRANKLIN** proved the power of electricity, even before his famous kite experiment, by executing a turkey. Did he dream of a day when any housewife could use an electric roaster to cook her Thanksgiving bird?

## THOUGHT FOR THE MONTH

(Emphasis on Book Week, Nov. 14-20) "No entertainment is so cheap as reading, nor any pleasure so lasting." Lady M. W. Montagu

**ROUTES** of recent WINSTON textbook shipments to Puerto Rico, South America, Mexico, Hawaii, the Philippines, Alaska, Israel, Burma, China, and New Zealand were easily traced on the beautiful teaching maps in OUR NEIGHBORS Geographies.

**LOBSCOUSE** or loblolly? How would you like a big helping? Know what they are? See THE WINSTON DICTIONARY.

**RETAIL SALES** for 1948 are expected to reach an all-time high of \$125,000,000,000, 6% above the figure for 1947. Population trends place textbooks among consumer goods in which sales steadily mount.

**STILL PIONEERING! ALGEBRA—MEANING AND MASTERY**, Book I, first unit in the Snader Mathematics Series, will be another WINSTON "famous first."

**FICTION**, poetry, science, biography, history, geography, nature study—all may be found in ADVENTURES IN READING.

**PRESIDENTS** of the U. S.—more were born in November than in any other month.

**JUVENILES**—16 exciting, historical novels comprise the unique LAND OF THE FREE Series, edited by Erick Berry. Number One, SEVEN BEAVER SKINS, story of the New Amsterdam Dutch, is ready.

**TELEVISION** prognosis—13,500,000 sets will be in use by the end of 1952.

**COMING**—a new GENERAL MATHEMATICS by Foster E. Grossnickle for either initial presentation or review from 9th grade up.



**The John C. Winston Company**

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appears. Discarded clippings are offered to anyone of the pupils who wish to take them.

One final and perfect touch is this: when a student is disciplined by being retained after school, his "punishment" is completed by asking him to report before the class the next day about the items he read on the bulletin board.

Teague School has a "diamond-in-the-rough" district. This board gives much to think and to talk about. There is a good-impelling something about such a bulletin-board in any school district.

Also a board for teachers, placed outside the principal's office, is strengthening faculty-spirit, for world-wide, nation-wide, state-wide, community-conscious items are carefully presented twice a week. A chuckle is added here and there on this collection which keeps the staff tip-toe.

Organizing and keeping up these boards is one of our major projects. I see an interest in higher things developing in the student-body. I recognize a closer cooperation among the teachers, due to this "alerter" to teaching issues, policies, school-community relationships, and the like. Co-operatively yours, Mrs. Miriam C. Beckwith, Fresno.

\* \* \*

## THOUSAND MILE CRUISE

### College of The Pacific Travel Schedule

**COLLEGE** of The Pacific is continuing to expand its program of teaching by travel. Dr. G. A. Werner, former chairman of the history department and now Director of Tours, has announced an unusual travel schedule for the school year.

Already past is a cruise along some of the 1000 miles of waterways that interlace the islands of the San Joaquin-Sacramento delta, famed as the "Holland of America." November 6, another of the California Historical Landmark Tours, the Calaveras County Expedition, via chartered bus. Storied Mother Lode gold towns, the Calaveras Big Trees, and Mercer's Caverns are included in the day's itinerary. December 4 is tabbed for an automobile train, The Columbia Caravan, to historic and scenic spots in Toulumne County.

A flying trip to Mexico is the holiday vacation offering, December 18-30, providing 10 full days centering in Mexico City. The groups will travel via American Airlines, conducted by experienced travelers Mr. and Mrs. Elliott J. Taylor.

For the spring vacation week, Werner will again conduct the California Missions Tour, a charter-bus trip to all the Spanish Missions from San Diego to Sonoma. The same week will see another of the long-established Death Valley Expeditions.

Several more of the shorter historical landmark tours will be scheduled during the spring, while the 1949 summer feature will be a Mediterranean cruise, conducted by Werner and Taylor; Taylor lived for 6 years in the area.

Complete information on all tours will be forwarded from the College on request.

## In Memoriam

### Mrs. Edith Armstrong

Mrs. Edith Armstrong, a graduate of the University of California and for the past 30 years an educational leader in Yolo County, recently died. Past president of the CTA Classroom Teachers Department, she was thrice chosen as the classroom teachers representative to NEA from California. At the time of her death she was the executive board member from Yolo County, to the Northern Section CTA Classroom Teachers.—Clarence A. Summy, president, Yolo County Teachers Association.

\* \* \*

### Bertha Hampton of San Luis Obispo

**BERTHA** HAMPTON, who had taught 43 years in San Luis Obispo County, died recently, following a long illness. She has a sister in England and a brother in San Luis Obispo.

Anita M. Hathway of San Luis Obispo, her friend for many years, has written to us in part as follows:

"For 12 years we were friends and classmates. Bertha was a cheerful and competent girl—always "tops" in her classwork and always willing to help and to encourage others. She walked more than a mile to school and was sometimes met midway by a lame lad who needed help in his arithmetic.

"In those days boys went to work rather than to college. Out of a class of 45 graduating from the 8th grade, only 7 girls successfully completed the high school course.

"Bertha was one of these but as she was one of a large family, finances were not sufficient for her to continue her studies. She took the examination given by the county board and taught school several years before entering the University at Berkeley.

"Later she taught in schools in San Luis Obispo County, was principal at Santa Margarita and at Templeton, and served for some time as a member of the county school board.

"For more than 20 years she taught in junior high and elementary school in the city of San Luis Obispo."

\* \* \*

**You and Your Family**, by Bernice M. Moore of Austin, Texas, and Dorothy M. Leahy, associate professor of home economics, University of California at Los Angeles, a highly praiseworthy new text, is published by D. C. Heath and Company, Boston; 440 pages; price \$2.60; Heath's California office is at 182 Second Street, San Francisco 5. This vital new book for high school home economics students should come into wide usage.

## CALIFORNIA BOOKMEN MEET

**M**EMBERS of California Bookmen's Association met for dinner and their annual business meeting in Long Beach, October 5; President Merle Matter presided. Dinner guests of the Association were: State Superintendent Roy E. Simpson and Mrs. Simpson; Deputy Superintendent George E. Hogan; and Associate Superintendents Frank M. Wright and Mrs. Wright, and Ralph Fields.

Superintendent Simpson spoke to the 35 assembled Bookmen and outlined the new organization of the State Department.

At the business meeting, the following officers were chosen:

President, Ned W. Hill (Row, Peterson & Company), 2210 Hollister Terrace, Glendale 6; first vice-president, W. Norman Gibson (D. C. Heath and Company), 15 Stevenson Drive, Walnut Creek; secretary-treasurer, Henry E. Nelson (Gregg Publishing Company), 1247-B-16th Street, Santa Monica. Chairman of the publicity committee is E. F. Burrill (Ginn and Company), 1800 Stearns Drive, Los Angeles 35.

A record membership of almost 100 was reported.

The address of the Secretary is 1247-B, Sixteenth Street, Santa Monica.

\* \* \*

### Arithmetic Foundation

**Level II (96 pages)** by Etta M. Alexander, Calthea M. Antonacci, Genevieve T. Robidoux, and Edith E. Smith; consumable; list price, 50 cents; Harr Wagner Publishing Company, San Francisco.

**JUST** published, Level III continues this popular series, which are a direct outcome of an extensive survey of primary arithmetic. Written by 4 outstanding San Jose teachers of the first and second grades, **ARITHMETIC FOUNDATION Level III** is an extremely effective teaching aid. The material was carefully developed, checked and rechecked in actual classroom practice. Teacher instructions head each exercise page.

In attractive 4-color covers, the drawings appeal highly to children and arouse immediate interest in the texts. The large open format facilitates the pupil's written work.

The child's basic reading vocabulary has been used for easy comprehension. Containing a review of addition and subtraction facts taught in Levels I and II, Level III will teach mastery of combinations through 12 by interesting repetition. New processes of learning are presented as a unit in covering time, calendar, money, fractions, liquid measure, ruler, and introduction of column addition of three numbers.

\* \* \*

### GEOGRAPHY OF THE WORLD

**PACKARD**, Overton, and Wood are co-authors of Geography of the

World, for high schools, published by The Macmillan Company.

This is a geography of the world today, with the emphasis on the potentialities of peaceful nations to restore friendly relations; on the development of machines to rebuild the war-devastated world; on the utilization of the findings of scientific research to enrich the lives and promote the welfare of all mankind.

It is devoted completely to a post-war era, designed to help pupils understand the problems and resources of all the peoples of the world in order

to help them face their share of the responsibility of leadership thrust upon this nation today.

It incorporates the latest geographical, historical, economic, and sociological data which properly belong in a geography text for high-school use. It emphasizes the reciprocal relationship between geography and history and the necessity for a world-wide sharing and conservation of earth resources. Thus it is a well-rounded social-studies text, as well as a complete and strong geography. It has been carefully prepared to be equally effective, and equally interesting to students, in any of the high school grades.

## BIOLOGY & HUMAN AFFAIRS, New Edition

By John W. Ritchie

Distinguished by brilliantly lucid presentations, the New Edition is the newest, most authentic, and most up-to-date treatment of biology now offered to the schools.

## CHEMISTRY & HUMAN AFFAIRS

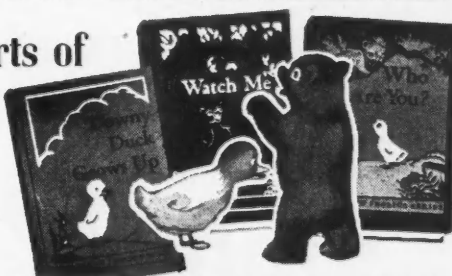
By W. E. Price and G. H. Bruce

Written with the needs of both the academic and the general student in mind; highlights the basic chemical principles and also presents chemistry in a framework of its vital significance to all of us, producers or consumers.

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**DRIVER EDUCATION  
FOR ADULTS**

By Alfred J. Martin, Instructor, Vallejo Evening College;

Ernest F. Lundeen, Director

**F**OR the past four years, the Department of Education of the Vallejo Unified School District has been offering a course in Driver Education, designed with two objectives in mind. One was to take the absolute novice and train him to become a safe and efficient driver. The other was to retrain those who had driven some time during their lives, but had been away from driving for several years prior to enrolling in the course.

A 6-weeks course, consisting of 12 2-hour sessions was set up to accomplish these objectives; Man and the Motor Car, by Whitney is used as a basic text. During this part of the course, the students are given a background in the effects of the automobile age on our society. They study our State laws governing drivers and driving. They learn the simple elements of motor car construction and of the internal combustion engine.

They find out about highway taxation and construction, about automo-

bile insurance, and automobile maintenance. They learn about different gasolines, oils, and tires. Some time is spent on psycho-physical tests so that each prospective driver has a better understanding of some of his or her weaknesses, if any. With the help of our shop classes, we have had built a steadiness test, a peripheral-vision test, and a depth-perception test. We have acquired a Snellen test, and hope soon to have a reaction time testing device.

Many students in the class need to have their courage bolstered and be told that they can drive if they try. A number of them have been told by others that they were too nervous, or that they should never drive. Often this is not the case at all, so during the course they build up their courage and through the knowledge they gain, they gradually establish their self-confidence.

This part of the course is taught by lecture, class discussion, and the use of motion picture films. The Audio-Visual Department of Vallejo Unified School District has been able to secure many excellent films in the field of driver-education and training.

At the conclusion of the 6-weeks course, an officer of California Highway Patrol comes to the class and gives a rather comprehensive test on California Vehicle Code Summary. Those who pass this examination are given a certificate of completion from the Department of Motor Vehicles. This certificate, when presented to the driver license examiner, will preclude any further written test for a driver's license if used within 6 months of issuance. Both the Department of Motor Vehicles and the California Highway Patrol are very much interested in our work and their cooperation is very fine indeed.

To everyone who completes our course satisfactorily, one hour behind the wheel instruction is given free of charge in our dual-control car. We know that one hour is not enough to train a driver, but since circumstances vary in each case, students are urged to take additional instruction to meet their needs. These are charged for at the nominal rate of \$2.50 an hour. Many students take from 3-5 hours of instruction.

**T**HE class in Driver Education seems to be filling a need in our community as we hold five classes each year. The classes average around 40 students and we frequently have as many as 60 enrolled. Approximately 520 students have completed this course since it was inaugurated. This is a course that could well be offered in every community, since people who learn to drive in a hap-hazard manner often cause accidents.

\* \* \*

Fred Abbott has been elected president of the teachers organization of Oakdale Union High School, to succeed Richard Outland. Mr. Abbott is in the social studies department; he piloted a B-29 during the war. The group plans to affiliate with CTA. Clarence W. Royse is district superintendent.

## WHITTIER SCHOOL BOND ELECTION

**V**OTERS of Whittier Union High School District, which includes Whittier and seven outlying school districts, will vote on the question of unification in an election set for December 3. Basis for the unification proposal is the survey by Dr. Irving Melbo and associates, now being studied by school trustees, superintendents and others.

Because of recent unprecedented population growth in the Whittier area, school trustees are faced with the need for expansion of high school facilities and construction of 10 new elementary schools. School administrators feel that the financing, as well as efficient administration of the districts, makes unification desirable. A number of public-discussion meetings are being held in Whittier and the outlying school districts in order that voters may be better informed on the question.

Total population of the school districts included in the unification plan is approximately 53,000 and total assessed valuation is \$68,557,790. — Samuel Bristol, Whittier Union High School.

## CALIFORNIA TEACHER VISITS UNESCO

**V**ISITING the world office of UNESCO in Paris, France, and being a guest in the home of Dr. I. James Quillen, UNESCO director, along with visiting various types of British schools, were among the educational highlights of the recent 3-months tour of 12 European and British countries, made by Mrs. Gladiss Edwards, Pasadena John Muir College dean of women.

Mrs. Edwards stay with Doctor and Mrs. Quillen, with whom she had previously worked as a member of Stanford University workshop in social studies 1939-43, revealed many interesting sidelights on UNESCO developments.

At present, according to Mrs. Edwards, the main work at the World Office is the revision of textbooks and other school materials, so they are acceptable to all participating nations. In addition, Dr. Quillen and his staff are working out a set of criteria for evaluating these materials simultaneously with United Nations educational representatives.

The UNESCO office, located in the famous old hotel that housed many German High Command officers during the World War II, is being renovated for facilitating the important work of this group.

Along with Mildred Tolhurst, Muir instructor, Mrs. Edwards also visited British schools at the courtesy of the Ministry of Education, accompanied by Pasadena's recent British exchange teachers, Peggy Exon and Doris Anderson.

As far back as last Christmas, the two Muir faculty members had made their reservations to see the Shakespearean Festival at the Memorial Theatre, Stratford-On-Avon, where they report that the staging of Hamlet was the phenomenal production.

Beside Paris opera, they also attended the William Tell Festival at Interlaken, Switzerland, the London Ballet in the Royal Opera House, and a performance of Aida in Rome.

The return home was made on the Washington, on which also was the United States Olympic team. — Bess Tye, Faculty Director, John Muir College News Bureau, Pasadena.

## FALL HEALTH CONFERENCE

**W**HEN the 12th annual fall conference of the Southern Section, California Association for Health, Physical Education and Recreation, convenes at Occidental College on November 6, there will be an excellent opportunity for all teachers and personnel interested to obtain the newest techniques in their respective fields.

Registration begins at 8:30 am; various sessions continue until 3:00 pm; theme of the conference is "At Your Service."

Duane George, of Long Beach Municipal

Recreation Department and president of the Southern Section, heads a program featuring Dr. Ralph Tyler, head of the School of Education, University of Chicago. Speaking on the afternoon sessions are Elsa Schneider and Simon McNeeley, specialists in health instruction and physical education from United States Office of Education.

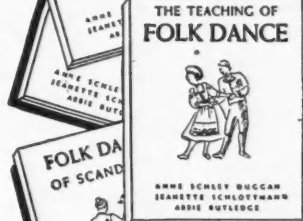
Informational sections include material on audio-visual aids, modern dance, physical education and corrective physical education, recreation and camping.

Luncheon reservations are made through Pauline Brown, 2015 Robin Road, San Marino; price, \$1 including tax. — Geraldine Schwader, Los Angeles.



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## COMING EVENTS

November 2 — Election Day.

November 6 — California Business Education Association; joint meeting of Los Angeles City and Southern California sections. Morning meetings at Bullock's Assembly Room, Hill Street; luncheon meeting at Biltmore Hotel.

November 6 — CTA Central Coast Section Council; regular meeting, Santa Lucia Inn, Salinas.

November 6 — NEA Legislative Federal Relations Division; meeting of school and lay leaders. Womens City Club, San Francisco, beginning at 10 a.m.

November 6 — California Association for Health, Physical Education and Recreation, Southern Section; 12th Annual Fall Conference. Occidental College.

November 6 — California Association of Teachers of the Hard of Hearing; institute. Los Angeles.

November 6 — California Association of Teachers of English, Central Section. San Francisco.

November 6-10 — State Department of Education Annual Conference on Direction and Improvement of Instruction and Child Welfare; jointly with annual conventions of California Supervisors Association and California Association of Child Welfare and Attendance. Los Angeles. Hotel Biltmore is headquarters.

November 7-10 — Pacific Coast Association of Collegiate Registrars; annual meeting. Riverside Inn. Riverside.

November 7-13 — American Education Week; national observance.

Sunday, Learning to Live Together.

Monday, Improving the Educational Program.

Tuesday, Securing Qualified Teachers.

Wednesday, Providing Adequate Finance.

Thursday, Safeguarding Our America.

Friday, Promoting Health and Safety.

Saturday, Developing Worthy Family Life.

November 8 — NEA Legislative Federal Relations Division; meeting of school and lay leaders. Southern Section Headquarters, Los Angeles, beginning at 10 a.m.

November 11 — Armistice Day; World War I.

November 12-14 — CTA Central Section, Officers Training Conference. Asilomar.

November 13 — CTA Southern Section Council; regular meeting. At the Section headquarters, Los Angeles.

November 15-17 — National Association of Secretaries of State Education Associations; annual meeting. Washington, DC.

November 17 — California Association of Public School Business Officials, Northern Section. Oakland.

November 20 — CTA State Board of Directors; regular meeting. At the CTA State Headquarters, San Francisco.

November 25 — Thanksgiving Day.

November 25-27 — National Council for the Social Studies; 28th annual meeting. Stevens Hotel, Chicago.

November 27 — CTA Bay Section Council; regular meeting. Womens City Club, San Francisco.

December 3 — State Directors of Vocational Education. Chicago.

December 3-6 — Chief State School Officers of the United States; annual meeting. Madison, Wisconsin.

December 10-11 — CTA State Council of Education; semi-annual meeting; meetings of state committees and of CTA Board of Directors. CTA Southern Section Headquarters, Los Angeles.

December 15-16 — Association of California County School Superintendents; annual conference. Sacramento.

December 20-21 — California Mathematics Council; annual conference. Stanford University.

December 25 — Christmas.

December 27, 28 — Phi Delta Kappa; district conference. Hotel Clark, Los Angeles.

December 27-30 — American Association for Advancement of Science and National Science Teachers Association; joint meeting. Washington, DC.

### CTA STATE HEADQUARTERS

The offices, including Placement, will be closed:

Thursday, November 11 — Armistice Day.

Thursday, November 25; Friday, November 26; Saturday, November 27 — Thank giving Week-end.

Friday, December 24; Saturday, December 25 — Christmas Week-end.

Saturday, January 1 — New Year's Day.

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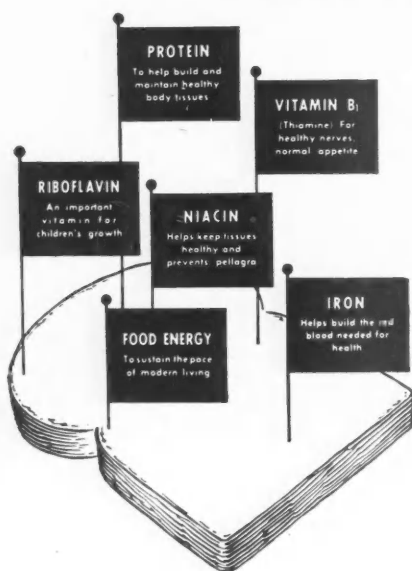


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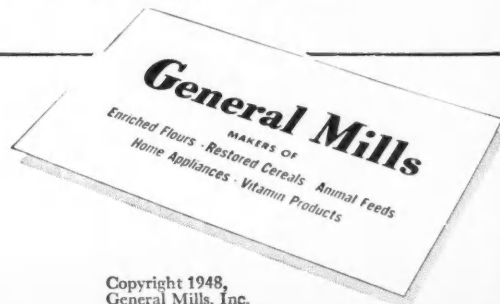
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